

School and Community

Vol. XIX

DECEMBER, 1933.

No. 9

The Prince Of Peace

THE PRINCE OF PEACE His banner spreads,
His wayward folk to lead
From war's embattled hates and dreads,
Its bulwarked ire and greed.
O marshal us, the sons of sires
Who braved the cannon's roar,
To venture all that peace requires
As they dared death for war.

LEAD ON, O CHRIST! That haunting song
No centuries can dim,
Which long ago the heavenly throng
Sang over Bethlehem.
Cast down our rancor, fear and pride,
Exalt good will again!
Our worship doth Thy name deride,
Bring we not peace to men.

—HARRY EMERSON FOSDICK in
"The Christian Century"



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XIX

DECEMBER, 1933.

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EDITORIALS

We Wish You A Merry Christmas

“A MERRY HEART doeth good like a medicine,” said the wise man. “Christmas” means Christ’s festival. We wish you a Merry Christmas. You are a teacher with many reasons to be unhappy, but with one reason to be merry which overshadows all reasons to the contrary—you are the teacher of children. Because of this yours must be the merry heart, for it does good not alone to you whose heart it is, but to the children also to whom you have given it.

When did children need more the medicine of merriness that comes from the depths of devoted, love-filled hearts? They come from homes not as merry as homes have a right to be, from parents not as happy as good parents might be, from environment not as cheerful as right and justice demand; their desires are still stimulated by the pagan devices of a dollar worshipping business world that seizes upon the Christmas season as an opportunity to gather profits by imposing pagan motives on a holy institution. In thousands of cases these desires must be disappointed. For the sake of children we wish you a Merry Christmas.

Christ’s festival signifies in a deep and sacred sense a festival of self-giving. We wish you such a festival. The pressure of circumstances is this year added to the compunction of conscience in urging that we give the best we have to childhood. The wise men on that far off Natal Day took gold, frankincense, and myrrh and laid them at the feet of the Child. The wise of every age have acted like that. True teachers have always been like that. Wise statesmen, wise states, wise nations know that children demand our most precious gifts. This year we can substitute for the cheap gaudiness, which pleases the eye of the recipient for a moment, the self-giving that “feeds three”— that . . . kindles a fire on every hearth

And lights each saddened face with mirth.

Christmas eve is the low hour of the year’s night. But Christmas morning is the beginning of a new day. The sun which has been receding from us will start on its return. That first Christmas was like that. Perhaps this Christmas will mark the noticeable evidence of a change in the direction which the sun of prosperity has been moving. A merry Christmas spirit will bring about such a movement. If people have learned that equitable distribution depends more on the spirit of giving which is the true Christmas spirit than on the spirit of getting—a pagan philosophy which has dominated our ideals until it has all but destroyed us, then the sun of prosperity is ready to return. It can return only on the wings of justice, fraternity, and equality.

For the sake of the children that are, for the hope of the nations that are to be, for your own worth and destiny, we wish you a very Merry Christmas.

**FEDERAL
RELIEF FOR
RURAL SCHOOLS**

NOT TO BE confused with the New Civil Works relief is that provided for rural schools which include not only rural schools in the ordinarily accepted sense of that term but all schools in communities of less than 2500 population by the last federal census.

This relief is intended to keep schools open for the period of the legal term when local funds are not sufficient therefor. If a school has exhausted its resources and has run for a period less than its legal length it may employ any qualified teacher to continue the school the necessary length of time and get from the county relief committee enough money to pay the teacher for the remaining time.

Of course the teacher so employed must meet the approval of the relief committee as to need for employment. The teacher who has been on the job can be continued provided she meets the relief requirements of the committee.

As we understand the plan, the local relief committee will submit to the State Superintendent of Schools a list of teachers who are on the relief rolls. The superintendent will examine the list and approve such teachers as are qualified for the several teaching positions and the local board of education will select the teacher from these lists.

Throughout the state are numerous instances where relief should be had but where arrangements have been made, contractually, which will continue the school for the normal period of time. For example, teachers have been employed to teach eight or nine months for the amount of money available, or the money available has been

divided into eight or nine equal parts and the teachers have agreed to teach for a monthly salary equal to one of the parts. When these cases provide for the teacher substantially less than the amount provided for the monthly pay of a relief teacher an injustice to the present teacher becomes evident to such a degree as to justify a reconsideration on the part of the board and the teacher the terms of the contract, and an equitable adjustment should be made.

The scale of salaries provided for the work-relief teacher is from fifty to eighty dollars a month. If a teacher has contracted to teach for an amount less than the minimum salary a fair minded school board could justifiably increase that salary to fifty dollars, thus exhaust their local resources and finish the term with work-relief funds. This adjustment might put the present teacher in a position that would disqualify her for continuing under the relief regime, but she would be better off than she would be if she finished the term under her contract and the teacher who took her place would be earning a livelihood. The teacher who now has the position is perhaps in debt enough so that by paying her debts she could qualify for the relief rolls.

Again, the board of education might use such money as it has on hands to pay its debts to the teachers who taught last year, and thus qualify for the relief funds in order to finish the term.

Further, it is reasonable to suppose that a school board having employed, under the stress of necessity, teachers for less than the salary prescribed by the relief administration as the minimum to be allowed under work relief, will reconsider its action and pay

teachers these minimum salaries, even though such salaries would not exhaust the school fund. They would thus be cooperating with their fellow citizens in the reestablishing of business, and allowing teachers the advantage offered to the lowest unskilled class of workers.

These are some of the possibilities which the relief for rural education offer. It seems a legitimate movement toward recovery to act now on these possibilities and thus accomplish two worthwhile ends, the continuation of the schools for the sake of the children, and the increase of money for the recovery of business. By this means children whose school terms are about to end would profit, the teacher who is in debt, the one who has no work and is on relief or qualified for relief would be benefited and the business man to whom the teacher is indebted would receive something—to say nothing of the resultant easing up on the local relief funds.

If the connotation of dishonesty is carried in these suggestions, let it be remembered that the fundamental dishonesty lies in the compunction exerted on the teacher when she contracted to teach for less than a living wage and that in following the above suggestion boards of education will simply move toward an honesty that circumstances prevented when the contract was made. Honesty has no greater claim to our respect than have mercy and justice and both of these cry to heaven against a system which compels work at starvation wages.

Shylock may have had technical honesty on his side when he demanded the terms of the bond, but his insistence on exacting the pound of flesh acted neither to enhance his reputation nor to increase his wealth.

CIVIL WORKS PROGRAM AND EDUCATION

WITHIN the next few days approximately \$10,000,000 will have been definitely allocated to various localities in Missouri for the relief of the unemployed to be used in small public works projects. This amount will, as we understand it, be an outright government grant without the incurring of any obligation to repay.

Its primary purpose is the relief of unemployment through two or three winter months. Its secondary purpose which will be accomplished incidently is the lightening of the burden on relief funds. Its other function will be giving to the communities useful results of the work.

The funds are of course available to all municipal authorities, city governments, county governments, school district boards. And the amounts that each get will depend upon the readiness with which each governing board acts in the preparing and presenting of worthwhile projects.

Some of the small jobs for which this money will be available in the field of education are: Leveling and resurfacing playgrounds, repairing school houses and property, improving sanitary conditions, changing the windows of buildings to make the lighting conform to accepted standards, building retaining walls, etc.

This relief is to be administered through the county and state relief committees. Applications must be made to and approved by the county committees. This work is entirely separate and distinct from the Civil Works program which involves contracts, local bonds, and a thirty per cent grant from the government. It

involves small public projects, only.

School people owe their profession and the children whose interests they serve the effort that is necessary to see that the schools are not crowded out of their share of this relief. There are literally thousands of pieces of work needed in the schools that ought to be done now and this takes away the excuse, valid or not, of saying we have no money for it. The money is to be had for the asking. If you make your asking emphatic, back it up with reason, and press it with insistence you can within the next few months do many things to make schools more effective.

School officials and teachers have two courses open for their choice. One

is to say: "Well there's no use of our trying. The county courts and city councils have hogged or will hog the money and I'll only make myself unpopular by insisting on the schools having a share." The other is to make yourself popular by taking up, militantly if need be, the cause of the children and fighting for an allocation of funds that will help them.

There is work that needs doing at your schoolhouse. Get a blank form from your county relief committee or your county superintendent and make application at once. Push it to the front and you will be serving your children, your community and at the same time making an opportunity for someone to work who really needs it.

QUARTERLY EXAMINATION QUESTIONS

The following letter from State Superintendent Chas. A. Lee will explain why the quarterly examination questions for elementary schools will be no longer published in the *School and Community*.

While we endorse Mr. Lee's action in view of the objections that have developed, we are sorry that we must disappoint some who have depended on the publication of the questions in these pages.

Secretary Carter, to offset this disappointment, will furnish one set of questions free to any member of the Association who requests it.

"November 14, 1933.

"Dear County Superintendent:

"The quarterly examination questions for the first and second quar-

ters have been printed in the *School and Community*. Because more than half of the county superintendents have purchased individual copies of these questions and because of repeated reports of misuse of questions printed in *School and Community*, the Department has decided to discontinue the printing of these questions in that publication.

"To serve those county superintendents who are not purchasing these questions, this Department will furnish one copy each of A questions, B questions, and keys. These copies may be reproduced or used in any way most practicable in each local situation.

"Sincerely yours,

"CHAS. A. LEE,

"State Superintendent."

The Teacher as an Investment

A Radio Address delivered by Supt. G. E. Dille over KSD, in St. Louis, Sept. 13, 1933.

IN SPITE of the fact that many states distribute large amounts of public school funds to their respective local school organizations, the burden of educational cost still rests, in a large measure, on the shoulders of the property owners in the average community. Inasmuch as a large proportion of the educational fund raised by each community is expended for the services of teachers, the community has a right to expect reasonable returns from its teachers for this investment. It has a right to expect that the teacher shall teach its children, in so far as their capacities will allow, to think straight and to act right in facing the multitudinous problems in our complex civilization. This is indeed a difficult assignment for the teacher. If she enlists the support of the patrons of the community her task will not be particularly easy; if she fails to get this support her task is next to the impossible.

There are at least three things that a teacher should be able to do if she expects to fulfill the desires of a wide-awake and intelligent community. She must possess knowledge; she must achieve, by bringing about immediate results in the progress of her pupils; and she must inspire.

There are many kinds of knowledge which a good teacher should possess. There is the knowledge of the community's wholesome standards of conduct. This knowledge can best be acquired by living in the community and by participating in wholesome community activities. The teacher as a leader of children must know and uphold these community standards, for in the majority of cases they will be highly ethical. If the standards of the teacher are not up to par with those of her community, she will be of little service to the community as a leader or teacher of its children. I have indeed been extremely fortunate to have lived and taught school in such communities as Greentop, Lewistown, Memphis, Cameron, Chillicothe and Maplewood, because I have found that the ethical standards of the leading patrons in these communities are quite as high as those upheld

by the teaching profession. There are localities, I presume, where such is not the case, but I have never taught in one.

The teacher is also expected to know something about the nature of children—the boys and girls—the future young men and women, who are entrusted to her guidance day after day, week after week, and month after month. Many of the common errors made by teachers in general are blunders which have crept in because of a lack of understanding of the nature of children. One who is licensed to teach children must have knowledge of child psychology. In order to thoroughly understand children she must have a genuine love for childhood; she must love to associate with little ones if she is to be their teacher; she must not feign interest but she must actually *be* interested in the things in which *they* are interested. Here is a note which a genuine teacher of little children sent home to a mother:

"I thank you for lending me your little child today. All the years of love and care and training you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope, a little taller, a little stronger, a little freer, a little nearer his goal. Lend him to me again tomorrow, I pray you. In my care of him I shall show my gratitude."

Just think how thrilled the mother must have been who received that note! This understanding of childhood is an invaluable quality indeed, and no teacher can be a genuine success without it, however, there are still other things which the community expects the teacher to know.

A teacher must thoroughly know her subject-matter, even though we usually admit that teaching children is far more important than teaching subject matter. A teacher must teach both. If she has been employed to teach beginning reading she must have mastered some accepted modern method of teaching reading to beginners; if she is to teach history she must know all of the great movements in history and

many of the historical facts pertaining to each phase of history which she is expected to teach; if she is to teach mathematics she must know how to apply certain mathematical formulas in solving problems, or else it would be next to professional suicide for her to appear daily before her thirty or more bright youngsters attempting to play the role of a mathematics instructor. And all teachers in the entire school system, whether they teach in the kindergarten or college, are expected to use and to encourage the use of good English, both spoken and written. These are some of the things which the community expects the teacher to know.

But these are not enough. There have been teachers in the past; there are teachers now; and I judge there will yet be more in our profession who know all these things, but who fail to satisfy the demands of a modern community. The teacher must *do*: she must accomplish; she must achieve. She must plan and execute her work with a purpose in order that her pupils may make satisfactory progress. If only a *few* of her pupils mark time, the loss may be charged up to the weaknesses of those individuals; if *many* of her pupils mark time the community will rightfully suspect something wrong with the teacher. Education today is entirely too expensive for us to allow masses of children to merely mark time. The community expects the majority of a teacher's thirty or forty children to show some signs of immediate progress in knowledge of subject matter as evidenced by objective tests given after a reasonable period of time, or else the teacher may be considered a failure.

The teacher may *know* and *do*, and then fail to be a complete success unless she possess one other quality—a quality which is rare indeed. To be a complete success she must *inspire* her pupils. A genuine teacher *does* inspire. All of us are lead to do our very utmost through inspiration. I well remember when I was a boy in the upper grades of a village school thirty years ago. There was no state course of study for rural and village schools as we have today. Music and drawing were unheard of as a part of the regular work of the school. Children were punished for attempting to sketch pencil pictures of their classmates. In those days I used to borrow that huge Rand, McNally geography from

some of the "big girls" and use it as a camouflage to hide my crude pencil cartoons from the ever-searching eyes of a wide-awake teacher. A new teacher—Miss Trew, by name—caught me in the act one day while I was sketching a picture of her. I feared that I would be punished, but to my utter surprise she seemed pleased and from that time on she allowed me a little spare time each day for drawing, under her own supervision. When she went to the county seat she brought me a box of water colors—the first I had ever seen. She helped me to draw and color a cluster of fruit on a large piece of paper. My mother framed the picture. This gave me my first real thrill in school, and I owe it all to that teacher. I would have done anything she asked within reason. What a glorious place school would be if all teachers had the ability to inspire every boy and girl as that teacher inspired me!

The community expects the teacher to teach children not only to be able to do their assignments in mathematics, but also to love to tackle and solve a difficult problem wherever found; not only to be able to read rapidly and with understanding, but to appreciate and love good literature; not only to be able to sing or play a musical instrument, but to appreciate and love good wholesome music; not only to know how to draw simple sketches, but to appreciate the beautiful in all the walks of life; not only to be familiar with important historical events, but to appreciate and love the great characters in history who have nobly striven to make the world what it is today. It is true that most of us feel that for the past four years the world has been passing between a Scylla and Charybdis of social unrest and economic paralysis, but nevertheless, the men and women who live in history have left us many wholesome and worthwhile ideals which cannot help but enrich our lives. An intelligent community expects the teacher to inspire its children to reach out for the nobler and better things in life.

There is no doubt in my mind but that Sarah W. Middleton, the author of this little poem, was inspired by the teacher whom she describes, when she says:

"She was a teacher
Very many years"
He said to me.
"And if she wearied

Of the daily grind,
We never knew,
For she kept smiling
As school teachers do.

"And I cannot recall
Just what she taught,
Nor what her methods were
That brought
Achievement to us
In that school of yore.

"It has been long—
Those days are far behind;
Dim is her face,
Nor do I know
The color of her eyes, her hair,
Nor whether she was plain
Or passing fair,
And though she stood each morning
At the door,
I cannot recollect
A single dress she wore.

"But one thing lives—
A memory as radiant
As the Sirius star
That hangs beneath Orion
On the wall of space,
And takes its shining way
Across the winter sky—
A silver thread
That will forevermore
In its pattern trace
Upon the scroll of years
As they unwind—
The one thing I remember—
She was kind."

A teacher must possess knowledge; she must achieve; and she must inspire her pupils. If she has these qualities in the superlative degree, she is a jewel in humanity's diadem, and should be honored and respected as one of the community's most precious investments.

Free Choice Tendencies

T. D. GLAZE

IS THERE a sound reason for requiring high school pupils to study definite subjects? Is there justification for unequal requirements for the various subjects? When children are left to make their own choice of subject-matter do they select more of one kind than of another? Should a student be encouraged to select those subjects that give him greatest pleasure? Should we stress the bread and butter subjects?

These questions were suggested by numerous requests to drop subjects before the requirements were filled and by the expressed dislike for certain subjects by pupils who, as a rule, were happy in their work.

This study is based on the trend of subject-matter selection in a high school of approximately 171 pupils* and covers a period of ten years. Space will not permit of a detailed explanation of the methods used in securing the information summarized in Table A. The following information must suffice.

Missouri high schools require sixteen units for graduation made up of the following: three in English; three in History; one in Mathematics; one in Science; one in Physical Education and seven to

be selected. Since the required physical education unit and the music credits are usually secured as extras above the four solids we may accept the following facts. First, each child carries an average of four solids and, second, he needs to earn fifteen units of credit above the physical education requirement. Hence the three required units of history constitutes one-fifth of those fifteen units; the three required units in English one-fifth; the one in mathematics one-fifteenth and one in science one-fifteenth.

*Above the average enrollment for first class high schools in Missouri.

Increase in Optional Subjects

In the wholly optional subjects there has been a marked increase during the last few years. Business subjects, including typing, bookkeeping and shorthand, are appealing to the practical minds of modern youth. Likewise there is a growing demand for the manual subjects. The foreign languages are entering the field of free choice subjects.

From the above data it seems that the young folks are seeking a knowledge of the world about them rather than a knowledge of the past or of the philosophy of the present. They seem to be getting their

inspiration and moral growth from an understanding of the scientific causes and workaday applications of material factors rather than from literature and history as we have expected them to do. The curve of business selection is rising rapidly. It must be the cause of the decline in the other curves although we have no proof of the matter. The business subjects seem to appeal to the young men and women because of their desire to earn money while at the same time, perhaps, the foreign languages arouse their romantic natures. Youth, in seeking an outlet for physical energy, finds that he can experience the joy of doing, of creating, of mastering, in part at least, the tangible sources of

dynamic life through a study of business and manual subjects like art, manual arts, domestic science, and the science laboratory.

Fixed Requirements Not Desirable

Does all this mean that if we were to remove the four year requirement in English demanded by nineteen state departments of education, or the three year requirement demanded by twenty-two state departments and all similar requirements, that the English, history, science, and mathematics departments will suffer by loss of enrollment? On the contrary does it not mean that it would strengthen each department by eliminating more of the useless material now being taught as a

Table A

Year	1923 1924	1924 1925	1925 1926	1926 1927	1927 1928	1928 1929	1929 1930	1930 1931	1931 1932	1932 1933	Averages
English	217	197	190	177	219	181	198	169	171	145	
Required	143	126	140	117	137	146	159	133	142	130	
Free Choice	74	71	50	60	82	35	39	36	29	15	49.1
History	215	177	174	173	207	177	205	159	171	164	
Required	143	126	140	117	137	146	159	133	142	130	
Free Choice	72	51	34	56	70	31	46	26	29	34	44.9
Mathematics	94	82	79	70	107	78	103	67	98	66	
Required	47	42	47	39	46	49	53	44	47	43	
Free Choice	47	40	32	31	56	29	50	23	51	23	38.2
Science	159	150	145	160	150	153	165	144	138	143	
Required	47	42	47	39	46	49	53	44	47	43	
Free Choice	112	108	98	121	104	104	112	100	91	100	105.0
Business	3	24	16	6	12	61	55	52	60	42	33.0
Foreign Language						18	12	15	20	23	17.6
Manual Subjects					2	61	41	57	51	66	46.3
Avg. Enroll	178	157	176	147	172	183	198	166	177	162	171.6
Total Solids	712	628	704	588	688	732	792	664	708	648	
One-fifteenth	47	42	47	39	46	49	53	44	47	43	
One-fifth	142	126	141	118	138	146	159	133	142	130	

The table is read as follows: During the year 1923-1924 this school had an average enrollment of 178. If each child carried an average of four solids the total units would be 712. This divided by five would give 142 the number of units required in English and history, respectively. Divided by fifteen it gives 47 the number required in science and mathematics. In each the number of units actually taken in such work is given in the line above and the difference or free choice is given in the line below. The average number of free choices are given in the column at the right. Since there are no requirements in business, foreign language, or manual subjects the entire selections are here free choices.

A study of the table shows that an average of 49 chose English each year but that the number so choosing is gradually decreasing. The same may be said of history with 45 an average number of choices. In mathematics, with an average choice of 38, and in science, with an average choice of 105, there was also a slight decrease. Then, opposing this decrease, we find that business and foreign languages both have shown a gradual increase while the manual subjects have had a rapid increase in selections for each term since their introduction.

heritage of the past? Truly, subject-matter is a means to an end and has no place in the curriculum except as it contributes to the realization of desirable, individual or social ends. If, then, the enrollment in any department becomes wholly a matter of so choosing the subject-matter that it can be shown to be of worth in enriching and in broadening life much lumber will disappear from our present course. When this disappears something of value must take its place. Only the specialized and well trained teacher can make the replacement and overcome precedent so that the public will be content with the change. This type of teacher will be able to show the value of the change and the pupil will be lead to follow the subject of greatest interest regardless of the department in which the teacher works. In the past capable teachers have used much energy in persuading those in authority to set up hard and fast requirements. Now with a larger supply of trained teachers that same energy should be used in making the subject so interesting to the students that requirements are unnecessary to fill the classes. Just as surely as legislation cannot maintain the price of a commodity so surely will fixed requirements in a course of study fail to produce a happy, growing personality in the individual member of the student body.

So far no master has succeeded in persuading our state officials that music is as important as science. However, may it not be even more important? It is a form of self realization, of enjoyment and of proper use of leisure. This need grows because science is constantly creating more leisure. The study of English beyond its use as a tool is probably for the same purpose. Education is the building of personality and not the storing of facts. The best teacher, regardless of his chosen field of specialization, will seek to advise his pupils to select subjects which give the greatest opportunity to develop the particular talents possessed by those individual pupils. Why then this difference in requirements? Why take four units of one subject as a requirement when some other subject may be entirely neglected? It

seems to be an accidental situation, a hangover from the work of influential educators who honestly believed that certain subject-matter meant more than any other in the building of a character. A worker in the field of science should be thoroughly convinced that science is the best means for securing a broad education and a developed personality. Surely the teacher of history or English or music has the same feeling about this particular kind of work. Both teacher and pupil should work in the field of greatest interest for it is not the subject-matter that counts; it is the happy, contented, growing attitude in which they approach their work. We often hear children say that they dislike a subject (it may be any one of the list) but they are taking it because it is required. Is that force making for better citizenship? Some will say "Yes" but there is room for doubt. We hear men and women say that they received permanent dislikes for school because they were forced to study some subject that to them seemed valueless. By such a method we may increase the moral stamina of some but with others we create opposition to modern education. After a child has a chance to try each subject he should be permitted under trained advice to select or reject advanced work in that subject.

An Introductory Study in Each Field Necessary

If all requirements were done away with pupils might never enter work in some department just as we find a few avoiding music. However, the fact that more and more are taking music proves that they will choose a subject that is so presented that they can get pleasure and growth from it. The capable sponsor will urge each pupil to make an introductory study of each field that he may find his choice. It is a pleasure to have the opportunity of introducing the wonders of science to every beginning pupil in our school. Yet, since there is an occasional child who dislikes the subject so much that he is unhappy, it would be a waste of time for him to continue with advanced work. With the unhappy workers out, the pleasure of those who remain is increased. Then we can make better citizens of those who

come back for more science. They return because they enjoy the study of science; because they appreciate work under sympathetic instructors; or, because they can see a personal value in the things they learn there. This same idea applies to all departments. Should not the "protective tariff" of departmental requirements be removed? Then each teacher will have to meet competition in order to maintain his department and this will require better trained teachers; a cleaning out of worthless material from the subject-matter content, and a constant pull on the oars.

Conclusions

We see from the Table that on the average more than one course is being selected by each pupil in departments where there is no state requirement. This is the ideal. Education is a growth. It should not be forced but should be carefully directed. It truly comes through the meeting of sympathetic minds.

According to the data given in Table A it seems that pure science has been freely selected in the school studied and that the closely related subjects are gaining in favor. Is it because they are more practical or do we need to inject new life into our

teaching and drop some of the lumber of our subject content? Perhaps the practical and manual subjects have a practical appeal. People like to be independent. We teach that work is honorable. Then if a boy or girl finds a manual subject that appeals, why not teach citizenship and character through the thing that appeals to him, which would also give pleasure and at the same time prepare him for earning a living?

The work of the educator is to build personality through the medium of that branch of learning which gives the greatest happiness to both pupil and teacher. Then if the number of free choices from any field becomes fewer in any school it behooves the director of that department to increase the interest in some manner. Shall the enrollment be maintained by asking the state department to raise the requirements? No, the increased selection must come through better teaching; a better selection of subject matter; and through the selection of teachers who are teaching the subject because of appreciation of its function in building citizenship rather than because they happened to make a good grade or because they just happened to drift into that department.

"When, in our panic over high taxes and unpaid bills we cry out for reduction in all forms of government expense, we must calm ourselves long enough to see just what we can and cannot do without. Of course, we must cut the expenses of government, including education, but we must demand from our officials wisdom and discretion in cutting. For instance, we have enough cement roads to last us for ten years, with only the expense of keeping them in order; we have enough government buildings to keep us going for another generation; but we have a new batch of school children with faith in our declaration for adequate education for every child, and we cannot fail them. The fulfillment of our pledge to them demands comfortable, sanitary surroundings, but not marble palaces; it demands a rich curriculum, well taught, that shall fit them, not for college necessarily, but for the business, social, and civic world in which they live.

"The changes in our method of living have come with such cyclonic speed that we have not been able to prepare ourselves for it, but we cannot allow our bewilderment to blind us to the needs of our children, and the greatest of these needs is education."

—Mrs. B. F. Langworthy, V.-president National Congress of Parents & Teachers.

Education and the New Deal

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MR. CHAIRMAN, Ladies and Gentlemen: It is very kind of you to ask me back to address the Missouri State Teachers Association so soon after my last appearance here. I think it was only four years ago that I spoke upon this platform. Nevertheless they have been four rather long years since I was here and I hope that the next four will not be so long.

My topic this morning assigned me was as to The Future of Professional Training of Teachers in America, but in studying it and working it over I found that I had to go a good deal deeper than that topic in order really to discuss what the future would be, because, after all, the future of the professional training of teachers is bound up with the future of our whole educational system. I want to discuss what the New Deal is going to do to our educational system, and from that I think we can read what it will do to the training of teachers.

The Revolution is a proper noun in American history. It refers directly to the War for Independence. "Before the Revolution" refers to Cromwellian times when our fathers were subject to the Crown. "After the Revolution" indicates all the years since 1783, but you know there is a chance that this term may come to have a different meaning. It may be that future school children will connect the "Revolution" with the events beginning in 1933 which witnessed the development of the New Deal and the fundamental changes in the government and life of the United States. This year may mark a turning point in the history of the United States—the end of one era, the beginning of another. Possibly 1933 may come to be regarded as a pivotal date like 1776, or 1789, not to commemorate the formal confirmation of Independence from Royalty nor the beginning of the revolt against tyranny, but rather to mark the time when at the dictate of stern necessity, Americans, peacefully and without violence, embarked upon an experiment and bartered a part of their liberty in order to procure greater equality.

You know in America the Revolution was like a surgical operation. It is like having tonsils taken out—when it lies in the future it is dreaded; when it is successfully passed, it becomes an object for conversation and celebration. Daughters of a revolution long ago are honored; Mothers of a Revolution to come are feared. So that it may be the term "Revolution" will not find popular favor with reference to current events. It is possible that our people will find comfort in believing that we are making no fundamental change and

that the old order is continuing with only slight modifications. I have heard statements to that effect from high places. But we school teachers, no matter how conservative we may be or may appear to be, we must not delude ourselves. It is our task to plan the educational program so that it will serve the best interests of the American people.

To properly perform this task we must appreciate the changes that are taking place under the New Deal. We must analyze the social order that is projected; we must understand the fundamental character of the intimations that have been made. Whether we use the term "Revolution" or not, the events since Inauguration Day have given to the American schoolmaster the greatest challenge that he has ever received, for we can agree with Tugwell, I think, that March 4th may be taken as the low point in our history.

"Borne down by one disaster after another," he says, "overcome by almost complete paralysis of the will, we stood by, a nation without a leader, lost, business whipped to a standstill; millions of blameless people shuffled in bread lines; every bank in the land was closed; blocs in open revolt, declared their creditors, of the law. We hardly knew we had a government any longer, none of us who lived through the tension and hysteria of that grey Inauguration Day will ever forget it."

Nothing truer than that last sentence! I think none of us who lived through the tension and hysteria of the meeting in Minneapolis a week ahead of the Inauguration will forget it. Blind, unreasoning fear held the country in its grip. There was a hush on the sidewalks of New York. I never saw New York like that, just quiet all over town. It was for a Paris like this that Ste. Genevieve had prayed; it was for such a Rome that Horatius held the bridge. But it was no Attila, no Torquin we had to fear. The enemy was within our gates, within our hearts. Competition unrestricted, selfishness uncontrolled, stupidity and turpitude had almost brought the nation to its knees, and it was this enemy that the new government mobilized its forces to defeat.

I want you to listen carefully to my next sentences because the New York Times got hold of the last part of this talk about two weeks ago and they came out with an editorial saying that I was opposed to the events in Washington.

Whatever criticism may be made of Roosevelt's administration, whatever objection may be raised to developments at Washington, we must always remember the state of affairs last March and be grateful for the courage

*An address before the M. S. T. A. Convention, Nov. 19, 1933.

and resolution that was shown, for we thought we were lost and hope had vanished, but we find confidence has been restored. In a short space of one hundred days all was changed. We must always be thankful for that.

My argument as I follow it, as I have developed it, exactly, slowly, will be that the New Deal as it stands has a chance of turning into despotism, but that if we have increased, and adequate, intelligent education, then our liberties will be safe. I want to make that point very plain.

It was a novel task confronted the government, far more complicated than waging war. There was little precedent upon which to act. Tugwell puts the problem as follows:

"The government's house had to be set in order and its credit re-established. The faith of the people in their banks had to be restored. Food and shelter had to be provided for great masses of hungry and homeless, and this task was but a detail in view of the longer task beyond. The longer task was to get the wheels of industry turning, to put millions back to work, to restore to the people of this country a reasonable assurance of security. That is still the task by which all our present efforts in the end must be judged." Says Tugwell, "Unless we can make the people feel again that for the man who wants to work, work will be provided, unless we can by balancing the allocation of enterprise assure a decent standard of living for all who desire their part, unless not with words but with jobs we can make the ordinary man and woman feel that their lives and efforts are wanted in this society, then our plans will have failed."

Now you and I know that such a program is beyond the experience of the old American government. It is one thing to direct the Army, the Navy and Foreign Service, to operate the post-office and national parks, to maintain lighthouses and deep rivers and harbors; it is quite another to restore buying power to the farm, to raise price levels, to establish means of self control for Agriculture and Industry, control competition, to enlarge incomes and to secure our people against risk. The old machinery never did this. The New Deal required a new dealer, and as we know, in order to deal properly you have to have the deck in your hands. This is the essential of the government under the New Deal. There is a double concentration. The federal government has assumed powers far beyond anything hitherto contemplated, and within the federal government itself these powers have been centered in the Executive. Thus the New Deal first arose. From private individuals, from localities and states and concentrating at Washington the power of national planning, the control of exploitation and competition, and management of huge combinations of business and industry must prevail if the wealth which may develop is to be justly distributed.

The second step is to confer these powers on the Executive. Under the Reorganization

Act, the National Economy Act, the Relief Act, the Farm Act, and the National Recovery Act—it sounds like a college yell—and the other acts in the one hundred days, at least seventy-seven powers were transferred to the Executive,—among them the power to control and administer all business and industry; to govern production, prices, profits, competition, wages and hours of labor; to reapportion private wealth and income throughout the nation; to produce inflation in the interest of certain classes and power specifically to reduce the gold value of the gold dollar one-half—that is conferring the power simply by proclamation to double the price of everything that is priced in dollars and have the value of every obligation payable in dollars, such as debts, bonds, mortgages, insurance policies and bank deposits.

These acts of the New Deal constitute the sharpest break with the past in the history of the United States. Our fathers set up a government of laws, not a government of men. The New Deal sets up a government of men, not a government of laws. Our fathers set up a government with powers divided between the states and the nation, between the three branches of the federal government, between the Senate and House of Representatives; the New Deal concentrates these powers in the Executive. Truly we are living through a revolution. To defeat the common enemy, we have established what amounts to a dictatorship, and the interesting feature of the New Deal and the New Day is that the people seem to like it. There is little protest. If the President can deal the cards let him deal. If any man can play the pipes, in God's name let him play.

Now in the old days the American people would not have welcomed a dictatorship. Those who were brought up on the works of Lott, those who read Jefferson, Madison and Monroe, those who were bred on Thomas Paine, Noah Webster, the federalist, other writers, Hamilton of Virginia and Madison, had aroused in them a love of freedom. It was "Oh, sweet land of liberty, of thee we sing; oh home of the brave and the free." They said, "Give me liberty or give me death!" They set up a government of checks and balances and they reserved to themselves, to their families, to their localities and to their states all of the power possible. The constitution of the United States almost escaped ratification on account of what was believed to be too great transfer of power. Get down Madison's Journal and read it again. Read Veveridge's Life of John Marshall and catch the struggle in the early days about this transfer of power to Washington.

Why did our ancestors love liberty? The student of history knows why. From an examination of the records of the past, he learns to appreciate the unhappiness of life under a despot and the injustice of existence under a tyrant. He also knows what we sometimes forget, that economic tyranny is just as bad

as political, and that they go together. The American dream was not only an urge toward a new civilization. It was a flight from despotism, political and economic. The Statue of Liberty, I think, ought not alone to be holding the torch and looking onward. I think the Statue of Liberty should be looking backward with fear from what she has come. For too long had our ancestors lived under a system where taxes were farmed out to be collected on the basis of all the traffic would bear. One needs only to read—or—to learn of the misery caused by such a system—the enforced labor of the poorest and a sales tax upon the necessities of the most needy and he will thus appreciate the hopelessness of life where trade, industry and business were in the hands of closed corporations, operating under the favor of the government, where prices, quality and standards were fixed by central authority.

I have no doubt many of you have been in a little French village and as you walk down the street every house looks alike. You walk in one door and you are in a barnyard, you walk in the next and you may be in a shoe shop, or a wood carver's place, and you go in the next and you will be in a beautiful home. Now over here you can go down any street and you can see where the banker lives—you can tell by the plate glass window; you know when you get down across the railroad tracks, you are in a poor part of town. But in a European village they all look alike. Do you know why? The representative of the government would call in the villagers and say he was going to auction off the taxes, "And how much do you want? And you? And you? And you?"—and they collected all they could. They had to work the roads not just a day or two but the poorest and most needy had to put in weeks and weeks working for the government without pay. They paid sales taxes on salt and the most fundamental necessities. They could go milk the cow but they could only sell the milk for that price set by the government. They could thrash their wheat and sell it, only at the price set by the people down at Paris. Do you know why handkerchiefs are not oblong? I see no reason why handkerchiefs necessarily should be square. But handkerchiefs are square because they were made by the French under an order to that effect.

Now do you know that some of our ancestors fled from a condition of economic affairs which very much resembled the New Deal? That Clarendon in England under Charles II and James II, that Colbert in France when Louis XIV was King—let me tell you an instance about Colbert. Under Louis XIV, conditions had grown worse and worse. The taxing system had broken down. Out of \$84,000,000.00 revenues the people paid only \$23,000,000.00 back to the government. The galleys and prisons were crowded, not with prisoners but with defaulting tax-payers and collectors. The people were impoverished, despair stalked the land. Trade was archaic,

dead or fast dying. The time had surely come, Sargeant says, for drastic reform. Voltaire was the man of the hour. Immediately upon his succession he proceeded with the utmost vigor, and permitted by the King, set up an economic program which put France upon her feet. He simply unified and made more just the taxing system. The revenues begun to reach the treasury. The succession of acts in his program were the following: First, he removed various obstacles to trade within the nation; systematized and defined duties; repaired bridges, roads and causeways. Secondly, he resolved to develop France as a national unit. He wouldn't allow them to import anything from abroad except skilled workers, and with the new skilled workmen from abroad he established new industries, and to these new industries guaranteed advantages and privileges if they would only come to France. That is the time when France brought the lace industry from Venice and the glass industry, that is when France brought the woolen industry down from Flanders, and many of the great manufacturing establishments of France date from the time of Louis XIV under Colbert. He established the Royal Council of Commerce to advise the King with regard to trade. By circulars and systematic propaganda he encouraged people to manufacture, and men of wealth to buy stock in manufactories. He encouraged manufacturing by granting exclusive rights by royal patronage and by royal subsidy. He didn't give them a Blue Eagle, but he did give the Fleur-de-lis; he arranged for the government control of industry, determined standards of quality and size. I have eight volumes in small type and big pages, eight volumes of what Colbert and his associates wrote in minute directions to every industry in France. They issued a Code for every industry. These codes or regulations he enforced by inspection, by exposure and confiscation and inasmuch as their currency was in coin, he couldn't inflate that, but he did debase the coinage, reduced the amount of gold in French money.

To the student who is interested in Colbert, he can find many interesting parallels between his policy and that of the New Deal. Colbert revived France, brought wealth to the Kingdom, provided employment for the people. In his *Memoirs of 1680* he says with pride, "All these establishments have provided a living for an infinite number of persons and have kept the money within the Kingdom."

This plan worked for a little while but it couldn't last. As Sargeant says—and get this; I have got to bore you with quotations but there are some of them I think are pretty powerful quotations—he says, "Idleness and indifference in the people no less than in their magistrates, the solid conservatism of the ignorant, of nature content with things as they are and always appear, incapable even of realizing their infinite possibilities of improvement, these were barriers too strong for the forces of persuasion and good counsel."

And when you cut out persuasion and you cut out good counsel, you have to resort to force. A huge bureaucracy was set up. Rules, regulations and precedents, interpreted by minor functionaries of the King substituted for the wisdom of the genius, with the result foreign trade begun to decline and the people to complain. The populus set up a squawk, as General Johnson calls it,—a squawk that in a century led to the French Revolution.

It is this governmental control of business, my friends,—temperate in the hands of great men, despotic in the hands of weaklings—which developed the love of Liberty. It explains the emergence of Hugo, who had in print and in practice several years before Al Smith wrote the "Wealth of the Nations"—all that is in that book. It explains his brief period in office. The rise of the privileged classes effected his downfall and the resurgence of his ideas in the French Revolution a decade after his death. The revolution in Russia, Communism, the Fascist at Rome, the New Deal in America, each put the government in business. Isn't it interesting to note the first acts of the people of France after 1789 were to take the government out?

Dictatorship of business as well as dictatorship of politics tends to degenerate into despotism.

Now it is obvious, however, that nowhere in political science can we discover an ideal government. There is no set standard upon which wise men unanimously agree.

Madison wrote to Jefferson in 1788, when they were discussing the merits of the proposed constitution: "It is a melancholy reflection that Liberty should be equally exposed to danger whether the government has too much or too little power and that the line which divides these extremes should be so inaccurately defined by experience."

The government of the United States, checked and balanced, divided various ways, was one capable of meeting most of our needs, but it couldn't function in the Civil War nor in the World War. Dictatorial powers were granted to Lincoln and Woodrow Wilson. When the emergency ceased, the government resumed its normal aspect. In the present necessity, dictatorial powers have again been granted and far more comprehensive functions have been assumed by the government. When our government had too little power, our liberties were endangering the life of the nation. Now it is capable of meeting the needs of the day, need we fear degeneration into despotism?

America has won its liberty at the price of lives and property, in the effort of many who have gone before. These liberties have been cherished and handed down to us. We should not trifle lightly with this heritage. "Every free people," says Rousseau, "should remember this lesson—that democracies may acquire liberty, yet once this estimable acquisition is lost, it is absolutely irrecoverable." Is it possible then to proceed under a dictatorship and at the same time to guard our liberties?

Now writers on government agree that dictatorship unchecked will degenerate into tyranny. How can we check it? The simplest method is to limit the time of office. The Romans elected a dictator for six months. At the expiration of his time, the powers reverted. Rousseau in discussing this in his "Social Contract" says:

"After all in whatever manner this important commission—that is dictatorship—may be conferred, it is of consequence to limit its duration with a short term which should on no occasion be prolonged. In these confusions when it is necessary to appoint a dictator, the state is properly safe; destroyed, the cause being over, the dictator is completely useless or tyrannical."

Now a number of the acts of Congress under the New Deal set a time limit to guard our liberties in this manner, but one wonders whether the law of parallel holds good. If the enemy appears, the dictator is appointed, the war is waged; if lost, there is no power left; if won, the crisis is passed. But the war which the New Deal is fighting is waged against no temporary foe. It has assumed a task which I think is likely to be perpetual. It seems improbable that a government which assumes to manage industry, agriculture and commerce in times of chaos can soon quietly step out in order to allow the same events to occur again.

A second guard against degeneration of dictatorship into tyranny is the right of selection and removal. The American people elected President Roosevelt. Their representatives in Congress conferred the power upon him. What was given can be taken away, almost whenever we like. It is not uncommon to confer dictatorial powers in other enterprises,—upon university presidents and deans, upon superintendents of schools, upon hospital superintendents, upon engineers in city engineering departments and water works. There we have a government of men not a government of law. Whenever we like we can guard against despotism there by removing them and electing a successor. But in the case of the New Deal there is at least room for doubt as to whether the power of selection and removal will constitute an adequate safeguard. The large powers over business will accrue not only to the individual incumbent but will accrue to the office as well. Of necessity a large and powerful group of subordinates will take over a share of authority. We know the ability with which plutocrats lap up power and build themselves into permanent possession of a function of office or prerogative. You cannot guard it by limiting the time. You cannot guard it by removing and selecting officers. You can't guard it in law. The only possible limitation on dictatorship of this type is education. When people are basely ignorant no government is possible other than tyranny. Madison's oft quoted statement in his letter to W. T. Barry illustrates this: "A popular government without popular information or means of acquir-

ing it is but a prologue to a farce or a tragedy, and perhaps both. Knowledge will forever govern the ignorant and people who need to be their own governors must arm themselves with the power which knowledge gives."

You see one reason for the early success of the American governmental experiment was that the people knew something about it. They had already had a century and a half of experience at self-government. They had built roads and bridges, had drained swamps, had supported schools, had waged war and taxed themselves to support these enterprises. They had prepared themselves by personal experience. It is spoken truly that the problems of government were interesting to the people of that day and the idea of building a new society on a new plan, for a new purpose had captured their imagination. The huge circulation of the pamphlets of Thomas Paine and Noah Webster testify to the people's interest in a knowledge of governmental problems. The way in which Monroe, Alexander and Hamilton discussed in detail the issues of debt, the banking treaty as well as the issue of the federalist indicate the significant part—the public would read if offered the opportunity and would discuss if presented the issues, and would act in accord. The debating society of the country store, even the taverns, was a forum of political speculation. Members of Congress felt themselves responsible to that part of their constituents who most knew and were concerned. The problems of government were not beyond the experience of those at home. The course had already been chartered. No dictatorship was needed; no tyranny would be tolerated. It is only when a brand new problem comes along that the directors of government may have to go beyond the people.

Let me give you a little quotation from Morley's "Life of Gladstone." It is a little bit involved but it illustrates the principle. Morley opens one chapter as follows: "At the beginning of 1870 one of Mr. Gladstone's colleagues wrote of him to another: 'I feel that he is steering straight upon the rocks.'" The occasion was the mix up dealing with the land tenures. The difficulty arose from the huge and bottomless ignorance of those in whose hands the power lay. Mr. Gladstone in the course of these discussions said, and said truly, to the learned Sir Oliver Palmer, he knew no more of land tenures in Ireland than he knew of land tenures in the moon, and in the beginning much the same might have been said of the Cabinet, of the two houses of Parliament and of the whole mass of British electors. "No doubt one effect of this great ignorance" says Morley, "was to make Mr. Gladstone a dictator. Still ignorance left all the more power to prejudice and interest, and it is always a temptation to meet prejudice and interest by force." To give, and to use the delicate term attributed to General Johnson, to give them a "sock on the jaw."

Judging by the standard of education then, there are four kinds of government. There

are the ignorant leading the ignorant—that is tyranny. There are the ignorant leading the wise—that is the prelude to revolution. There are the wise leading the ignorant—that is dictatorship. There are the wise leading the wise—that is the ideal democracy.

If we review the present situation of the United States in this light, we see that the crisis of 1933 caused the federal government to assume powers over functions and prerogatives hitherto in private hands. It has forced into public office men unknown. It has compelled experimentation in the public direction of economic processes, sometimes by persuasion, sometimes by force. The leaders are none too certain of their solution. They admit that frankly. But the people know far less. Thus at the moment with us the wise, or the semi-wise, are leading the ignorant and if this condition continues it is almost certain to degenerate into tyranny. The problem is ours. If Americans love their liberty, if they hope to make the democratic experiment complete, if they wish to avoid servitude in the future, it is imperative that the knowledge of the people begin as soon as possible to approximate the knowledge of the leaders; that the people come to know the problems which their leaders are attempting to solve, at least sufficiently well to enable them to distinguish success from failure, to permit them to cooperate with a will rather than yield obedience which must be supine and sullen because it is forced.

"And say finally," wrote Jefferson to Madison in 1777, "whether peace is best preserved by giving energy to the government or to the people, the last is the most certain and most legitimate agent of the government. Educate the whole mass of people and they are always sure of alliance for the preservation of our liberty."

That is the reason why the New Deal demands re-education. The basic studies, the three R's, language, history, science and mathematics still hold their place. The old in any educational process well done and carefully pursued still has its work. But education of this sort will do as well for Japan or Soviet Russia as for our country yesterday or tomorrow. The education required for the New Deal must go far beyond this.

It must have as its aim the production of citizens who understand the society in which we have lived, the evil effects of selfishness, the social suicide of cut throat competition and the stupidity of narrow nationalism in a world society.

It must hold as its purpose the production of citizens who will have the background and knowledge sufficient to judge clearly the effort of our leaders toward economic reconstruction. Our people may know the geography of South America; they may be able to list the capitals and rivers of the various states; they may be able even to spell correctly the words economic or justice; but they must in addition know what these words mean.

Let me give you an illustration. This sum-

mer up in my home state of Connecticut, the milk producers have been trying to get seven cents a quart for milk. They got it. Now appear the consumers protesting because they have to pay fourteen cents. Is the spread in price just? Many factors must be taken into account in the proper answer. But at the moment those in power—and Charles A. Baird, I may say, the famous historian is one of the members of that board—are trying to settle these difficulties, and they are handicapped because despite the fact everybody uses milk, cream and butter, nobody, neither producer, processor nor consumer, knows enough about the milk industry as a whole, its problems, its difficulties, either to make a wise decision or support a wise decision if made. Until the people know either the producers will be starved, the processors will go out of business, the consumers will be robbed or they will resort to a dictator to settle the problem and enforce a solution which the people should be able to make for themselves and which needs no enforcement beyond popular approval. Wheat, cotton and corn, mining and transportation, manufacture, trade, each has its manifold problems, each must be brought under the influence of the New Deal; each is a challenge of all the knowledge and wisdom of our leaders. The people should know.

I don't know whether Professor Brunner told you last night about the work he is doing in preparing materials on the various aspects of the New Deal for use in the schools. These materials some of them are out already and some on the way to be distributed without cost, and some at cost.

The first demand made by the New Deal then should be a new kind of education, an education broader than that hitherto offered, one directed to a just assessment of good and evil found in society operating under a democracy, in a fiercely competitive world. Much attention should be paid to the methods, I think, in the past and present. There is little new in the world. New Deals have been made time and time again. The citizens of America should know this but should also know full well that this is the first time in history that we have had the power age with an economy of plenty attendant upon it.

This is Education's task—it is one of great magnitude. It is impossible to accomplish in a few hours, a day, a few weeks, a year, a few years—of the ordinary school term. It needs extended education. It is fortunate in this connection that it is apparent as boys and girls under twenty will not be wanted in industry, certainly it will take at least fourteen years of schooling as well as extended adult education later on for teachers to be able to produce men and women who will meet the new standard.

Furthermore this program must be given to all of the people.

The United States cannot afford to have education advanced in one part of the country and backward in another. Ignorance in any point, however remote, is a source of danger. I wish at this time to take occasion publicly

to compliment your State Superintendent of Instruction in Missouri, who has taken such an important, exceedingly important place at the opportune point, to secure what I believe to be fundamentally necessary—national aid for education in this emergency.

Not only must our philosophers, economists and socialists give the curriculum taught an understanding of the New Deal and appreciation of the problems of the particular age, not only must our statesmen take heroic financial measures to keep education alive, but there is the larger aspect which is of course the real problem. There was once a time when Americans loved Liberty and feared Tyranny, and it was to perpetuate this spirit that the means of education of that day were directed. Sometimes it was the function of the school. More often it was the less formal agencies of popular education. For the American who had just escaped from political and economic despotisms kept that fierce spirit of liberty alive in his heart and he took pains to arouse it in the hearts of his children, for we know that the Torch of Liberty needs loving care. Unattended and unworshipped, it flickers and burns low. It was the Jacobin clubs throughout France, carrying out one of the most effective programs of adult education that the world has ever seen, that laid the foundations for French liberty. It was the citizens' clubs and private, often secret, schools that by education liberated Bulgaria from the Turk. It was the American school, the American pulpit that gave the battle cry of Freedom. We must revive that spirit today, for the American people, having learned to clear the fields, build the railroads, mine the coal and erect the factories, masters of all that around them lie, have been unable to control themselves. Rugged individualism was then possible in a wise people who are masters of their fate, but broke down in the fever following the World War.

We have passed the crisis. We have chosen capable leaders and we have granted them large powers. If we read history aright, this may be the beginning of despotism. Near revolt was followed by Robespierre or Napoleon; Kerensky gave way to Lenine and Stalin. It is often wisdom and public spirit are followed by greed for power. A people can guard against this successfully by limiting the time of dictatorial power, by exercising the right of selection and removal and by written law. None of these will be fully effective in anarchy. The only hope is education. Education widespread—education thorough—education comprehensive—education liberal in the liberal sense of this term.

"What spectacle can be more edifying or more seasonable," wrote Madison, "than that of Liberty and Learning, each leaning on the other for their material interests and fullest support?"—Let me repeat that. "What spectacle can be more edifying or more seasonable than that of Liberty and Learning each leaning on the other for their material interests and fullest support? What task more patriotic!"

Report of Committee on Resolutions

To the Assembly of Delegates of the Missouri State Teachers Association, St. Louis, Missouri, November 9, 1933, we, your Committee on Resolutions desire to submit to you the following report:

The Missouri State Teachers Association recognizes the extreme importance of education and realizes that in a time of crisis and during periods of reconstruction education becomes even more essential.

Whereas the economic depression has compelled the State to assume, in the interests of humanity, extraordinary obligations, and

Whereas the same causes have reduced State income below the point where normal governmental functions can be maintained, and

Whereas no normal obligation of the State is more direly affected or more fundamentally important than is education, therefore,

BE IT RESOLVED:

1

That the special session of the General Assembly of the State of Missouri, be urged to pass such legislation as is necessary to secure the revenue for the State to assume its full obligation to the public school children as prescribed by Article XI, Section 1: "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state between the ages of six and twenty years."

That it also fulfill its obligation to the students of higher educational institutions of the State.

2

Whereas public education, as one of the Nation's major enterprises, involving approximately one million employees, serving thirty million children, youths and adults, outranking in the number of its employees all except four of the major industries of the county, having more employees than the automobile, electric, and oil industries combined, cannot be ignored in any program of economic recovery.

And whereas the operation of the program of national recovery, involving as it does the abolition or extensive reduction of child labor has placed and will continue to place upon the public schools additional responsibilities;

And whereas, cooperation, fair dealing, spread of employment and higher wages to keep pace with higher prices are principles of recovery which apply to the policies of public bodies just as well as to private industry and business;

Be it resolved by the Missouri State Teachers Association that it go on record as favoring the voluntary acceptance by each board of education and each board of control of each institution of higher education in the State,

the following provisions suggested by the National Education Association:

I. That the purchasing agents of the board are directed to secure as far as possible, supplies and equipment from the merchants and manufacturers enrolled in the National Recovery Administration.

II. That if any teacher or other employee of this board is now receiving a wage below the minimums fixed by the President's Re-employment Agreement, such wage is hereby increased to meet the provisions of the Agreement as soon as funds are available.

III. That reductions (if any) in salaries as a result of adverse economic conditions are regarded by this board as temporary expedients. The salary schedule for the employees of the board which prevailed before reductions were made is hereby restored. If funds are not available to restore this schedule, it is hereby reaffirmed in principle and the responsible school officer is requested to submit to the board plans for returning to the earlier salary schedule at the first practical moment. This step is taken in order that the public education service may continue to secure a satisfactory type of employee.

IV. Additions to the present staff as required for the efficient operation of the schools shall be made at points recommended by the responsible school officer and approved by the board. This step is taken in order to increase employment among the many qualified but unemployed workers in the professions and trades represented by school employees and to improve the educational service.

V. That in order to lessen the grave evils of idleness and unemployment among youths and adults, the educational institutions under this board are urged and directed to make their facilities fully available for the further education of all youths and adults who can profit by such opportunities.

VI. That the educational agencies under this board shall make appropriate provisions for instruction in the meaning of the National Industrial Recovery Act and the work of the National Recovery Administration so that pupils and students may contribute to the work of the economic recovery.

In adopting these resolutions, the board attempts to do its part to meet the call of the President of the United States for "a nationwide plan to raise wages, create employment and thus increase purchasing power and restore business."

To be signed by

President of the Board

and

Secretary

3

Whereas, our public school system is a function of government of first importance to na-

tional security and general public welfare both now and in the future, and

Whereas, thousands of school districts throughout the nation are now unable to maintain adequate and efficient schools,

We believe that it is the duty of the Congress of the United States to make a specific emergency appropriation for schools to supplement the sums now available. We regard it as imperative that the Federal Government create a relief fund for use in school districts that cannot maintain their schools, although utilizing fully their own resources and all the financial aid which the state can extend. Such Federal aid need not usurp the powers of the constituted local and state authorities. We urge the Congress to make such an appropriation immediately in order to prevent the closing of schools and the denial of educational opportunities to hundreds of thousands of youthful American citizens.

4

Be it resolved that we express our faith in the parents of our children in their support of their children's future, and that we make every effort to acquaint the public thoroughly with the conditions in our schools, the reasons for these conditions and the sources of possible relief.

5

The state institutions and the public schools of the state face a serious crisis. We heartily approve and endorse Governor Park's program for the relief of this situation. We heartily commend and support Governor Park in his firm stand for adequate support of our public institutions, including the public schools.

6

We commend the tireless and ceaseless efforts of Hon. Charles A. Lee in behalf of the schools of the State.

7

Be it resolved that the Missouri State Teachers Association go on record as favoring a plan for creating a Teachers' Retirement Fund for the members of the Association, and that this fund be created by setting aside a certain percentage of the salaries of the members who are to participate in the plan.

8

Be it resolved that the Missouri State Teachers Association recognize that the interests of the children and the welfare of the State demand the establishment of a Department of Research, Service, and Information in the School of Education at the University of Missouri. A well-organized bureau would be able to keep in constant contact with scholars and experts in the fields of taxation and legislation and could offer information and advice, at all times, to the officers and members of the Association as well as to render a much needed service to the public schools of the State.

-9

Whereas Governor Daniel Dunklin is known to the people of Missouri as having advocated the creation and development of a system of public education in Missouri at a time when little interest of education was manifested, and

whereas his persistent advocating of the establishment of such a system resulted finally in favorable educational legislation;

Be it resolved that the Missouri State Teachers Association favors action by the State honoring the memory of former Governor Daniel Dunklin.

Note: Ninety-nine years ago Governor Daniel Dunklin made this statement to the General Assembly: "And if the members of the General Assembly are inspired with a laudable ambition of being distinguished, above all that have preceded them, should they be desirous of handing down their names to posterity as public benefactors, let them establish a system of primary schools, not only to meet the present necessities and condition of the country, but one susceptible of an extension, adequate to the future exigencies of the State."

As a result of the efforts of Governor Dunklin a comprehensive system of education was established in the State of Missouri. President Jackson, writing to Governor Dunklin concerning the educational system established said, "This is your bid for eternal fame."

10

Our country has arrived at a time when we are forced to examine our political, social and economic institutions and the relation between capital and labor and the general public with the hope of guaranteeing to each individual "certain inalienable rights" among which are life, liberty—economic as well as political—and the pursuit of happiness. Economic liberty to our generation presents as great a challenge as political liberty to the founders of the republic.

To the end that every individual may be given the opportunity of sharing in the benefits of which our machine civilization makes possible, it is necessary that the teachers of America give leadership in the study of the many intricate political, social and economic problems confronting our civilization.

Therefore be it resolved that the teachers of Missouri prepare themselves so that they may fearlessly and open-mindedly discuss as citizens problems now confronting our society.

Be it further resolved that the teachers of Missouri should be free to exercise all the privileges of citizenship; to take part as citizens in public controversy on either side without endangering their tenure.

11

Be it resolved that the Missouri State Teachers Association condemns outright, activities of such teachers agencies which advocate or propose the employment of teachers at cut-rate salaries;

Be it further resolved that the interests of the children of Missouri demand that local boards of education and superintendents of schools assume their full responsibility in maintaining the morale of the teaching staff by refusing to allow the unprepared teachers, or even prepared teachers without teaching positions, to bid for teaching positions in their school systems.

12

Be it resolved, that we pledge our aid and efforts to all movements and agencies which have for their ultimate purpose the securing of universal peace among men.

13

Be it resolved that we express our appreciation to all persons and organizations in St. Louis which have contributed to the success of this series of meetings.

W. W. CARPENTER, Chairman
Committee on Resolutions

RESOLUTIONS FROM THE FLOOR:

(a)

WHEREAS, we believe that public education of all children is a debt of loyalty to the best traditions of the past and a solemn obligation to all the worthy ideals of the future, and

WHEREAS, we believe that the human heart contains no finer impulse than that which looks to the interests of education as a means of improving the life of present and future generations, therefore

BE IT RESOLVED, that the Missouri State Teachers Association express its sincerest appreciation of the fine foresight and spirit of the late Hugh M. Thomasson of St. Louis in bequeathing as his last will and testament a large part of his fortune to the public schools of Missouri and

BE IT FURTHER RESOLVED, that Attorney-General Roy McKittrick, be commended for his announced purpose to vigorously employ every resource available to secure for the schools of the State of Missouri, the estimated \$700,000.00 thus bequeathed.

We wish to offer the following special resolution:

(b)

A hearty vote of thanks is herewith tendered the St. Louis Local Committee for the effective manner in which the arrangements for the meeting have been planned and carried out; the St. Louis Grade Teachers for the furnishing of the Rest Room for guests; the Board of Education of St. Louis for the interest and support evident in all the activities of the Association; the hotel managements in their care of the guests; the Public Press for its wholehearted cooperation; the Police Department for the efficient management of traffic and safety measures.

We thank Mayor Bernard F. Dickmann and the City Government; the Hospitality Committee composed of Morton J. May, Chairman; Frank M. Mayfield, Vice-Chairman; E. J. Mudd, Treasurer; J. Lionberger Davis, Carl F. G. Meyer, R. T. Shelton and Paul J. Wielandy; the members of the St. Louis Convention, Publicity and Tourist Bureau, including the members of its staff, for its many helpful services and cooperation before and during our convention; the members of the Associated Retailers of St. Louis; the members of the St. Louis Clearing House Association; the members of the St. Louis Hotel Association; and a list of representative business concerns of St. Louis, who, with the help of the St. Louis Convention, Publicity and Tourist Bureau provided a fund to pay for the Coliseum and other meeting places and services; and all others who have so generously and wholeheartedly contributed to the success of this meeting.

Play Service Plan

HIGH SCHOOL SUPERINTENDENT INITIATES PLAN FOR DRAMATIC SERVICE

by T. A. Reid

Superintendent of Farmers High School, Warrensburg, Missouri

Coaches of high school plays are confronted with a perplexing and expensive problem this year as they were last year. In selecting plays, they must buy the sample copies for inspection. This expense "eats" into the proceeds of the play and these funds usually are needed for other purposes.

In previous years the Extension Division of the University of Missouri has supplied plays for inspection at a very low cost. But, owing to the financial stress of the times, this service has been discontinued.

I wish to initiate a plan identical in its purpose and similar in its functioning to that service which the Extension Division of the University has discontinued. I have talked with Mr. Charles H. Williams who conducted this service for the Extension Division and Mr. Williams endorses the plan.

The following plan is set before the superintendents and dramatic coaches of Missouri high schools:

Any school desiring to participate in the benefits of the plan send to me fifteen copies of plays to be used as samples. These may be copies of plays to be used as samples. These may be copies of fifteen different plays or more than one copy of any play. Then these schools may at any time write in for plays.

As a guarantee for the return of the plays a deposit of twenty-five cents per play is made. This deposit should accompany the request for samples and will be refunded minus the mailing charges when the plays are returned if they are returned in usable condition.

No charge for the exchange will be made as long as the work can be handled without clerical help. The faculty of Farmers High School expects to perform this service for the teaching profession and for their fellow teachers until better times make it practical and possible for the work to be carried on in another way. If, in the meantime, the exchange becomes so extensive that it requires more time

than Farmers High School faculty can spare from their regular work, and additional help is required a minimum charge will be made to cover such costs.

Since all that a school is asked to do to participate in the benefits of the plan is to send fifteen copies of plays and pay the postage to and from Warrensburg on any plays requested,

we hope that soon we may have a substantial collection of royalty, non-royalty, and one-act plays.

We are anxious to serve as large a group as possible during the current school year. Please send the plays and any further inquiry to T. A. Reid, Superintendent of Farmers High School, Warrensburg, Missouri.

Character Education

Mrs. Walter D. Ladd, Chairman, Character Education

THE CHAIRMANSHIP of Character Education was created last year. Included in it are the former chairmanships of Social Standards and Spiritual Training. While new in name, Character Training has been the goal of the human race through all the years of evolution, and parent and educator alike, have sought for those aids which would help solve the everyday problems in rearing his children and building his own life.

We, as educators in the simplest sense, try to teach our children to react to a given situation in the right manner, yet without consciously working for their own improvement. We have learned, however, from bitter experience that our children learn from our actions far more quickly than they do from our words. For character is what a person IS, good, bad or indifferent, and it is impossible to hide this from the clear-seeing eyes of a child. For instance, the mother who pushes a child down into a train seat to keep from paying full fare will not be able to instill the principles of honesty in her child, no matter how many words she may expend on the subject in abstract discussion.

The problem of character education is so complex that it will be impossible to develop its study in a short space of time. It may be interesting, however, to see how the various activities of the Parent-Teacher organization contribute to it. For the ideal character is many-sided and well-rounded, its facets, like a diamond, reflecting the spiritual beauty within.

Our citizenship training teaches us patriotism and loyalty; from safety patrols come alertness and thoughtfulness for others; from library extension and motion pictures come the use of right books and pictures, which lend life and force to all human virtues; through recreation the child learns co-operation and fair play; fine arts and music develop sensitiveness to beauty of all kinds; humane education gives that God-like characteristic of kindness for every living thing, that ingredient which sweetens the most drab existence; our work in thrift and home economics develops stability, thoroughness and appreciation of work; social hygiene will give self control and high ideals of love and home partnership; mental and physical hygiene produce a healthy mind in a healthy body; while spiritual training is the

rock upon which all else is builded.

When spiritual training is discussed a far wider meaning than religious education develops. Just how to give to the child this deeper meaning is troubling the thoughtful mother. Perhaps the following incident may give some idea of how to handle the everyday situation as it arises. A little girl of five was watching with her mother a particularly beautiful sunset, discussing the colors displayed, the lights, the clouds and the effects produced. Suddenly the little girl asked, "Mother, is that where God lives?" "Yes, honey," her mother answered, "God is there in that beautiful sky, but He is here with us, too. Everytime you look at a beautiful object you see God, every time you do a good deed, God is doing that deed through you." "Then I don't need to be afraid to go to bed in the dark any more, do I? God will be with me and take care of me," she said. What a wonderful feeling of security, what a priceless knowledge of unseen help came to be with this child throughout her life at this moment!

The objective of character education is the skillful blending of all these ingredients so that the individual will not only get the most out of life himself but will give to others the same satisfactions. The endeavor to find in each situation the solution which comes nearest to bringing full satisfaction and zest to everyone concerned, is the highest standard for character. We may feel that in co-ordinating our Parent-Teacher activities we are working out the objectives of ethical character.

In addition to following our own activities, it is well for us to seek and to know the various community projects which have character education as their objectives. Let us learn what our own Y. W. C. A. and Y. M. C. A. are doing. Let us inform ourselves as to the aims and purposes of the Boy Scouts, Girl Scouts, Camp Fire Girls, Girl Reserves and any other such agencies as may be operating in our neighborhood. Let us find out if we are all co-operating to the fullest extent.

And in closing let me give the words of an understanding heart:

"By all means use some times to be alone;
Salute thyself! See what thy soul doth wear;
Dare to look within thy chest, for it is thy own,
And tumble up and down what thou findest there."

DON'T CRIPPLE THE SCHOOLS

From The Kansas City Star, Sept. 27, 1933.

High School Fee Defeats Free Education.

Princeton, Mo.—*To The Star*: Young folk on the farm are facing struggles greater than ever. Today thousands are being deprived of a high school education. The new school law, because of the depression, is failing to give nonresident pupils the benefits of a high school education. In order to obtain more money a library, incidental or some other fee has been imposed on the boys and girls who happen to live outside a high school district. This fee ranges from about \$16 up and is as hard to raise as the tuition for the entire term formerly was.

This is a serious situation and unfair. Instead of trying to help those most in need our schools are placing obstacles in the way. One high school in my county has almost a hundred nonresident pupils and they are charged \$16 each for the term.

The spirit of the new school law is to place the poor country boy and girl on an equality with the more fortunate ones who happen to live in high school districts. But our high schools are violating that principle. This fee is nothing less than so much tuition.

I happen to know some students who are crying their eyes out because they haven't the money to go to high school.

Citizen.

From The Kansas City Star, Oct. 4, 1933.

The School Board's Dilemma.

Princeton, Mo.—*To The Star*: In reply to the article by "Citizen" about high schools charging library and incidental fees, the facts are:

The state department failed to pay even half of the tuition after saying it would pay up to \$50. This left school boards to shift as best they could. Most of them faced a deficit, and some discharged several teachers and refused to take nonresident students. This did not seem fair to our board, so to give children of districts where there were no high schools the chance at a high school education, it hit upon the plan of charging a library and incidental fee to help keep the schools open the entire year.

The local board feels it is doing everything in its power to abide by the spirit of the new law, which is that every boy and girl should be given an opportunity for a high school education. However, would it be fair to raise taxes in the local district to educate students out of the district? If "Citizen" will let me know who the students are who are crying their eyes out, I will see that their cases are taken care of.

L. L. Lathrop,
President of school board.

SCHOOLS are crippled and other taxes are evaded by the increasing amount of tax-exempt property and securities. Here we show two articles which appeared in the Public Mind column of The Star, recently.

Of course the president of the school board at Princeton should not raise taxes in the local district to educate students out of the district. But school districts outside of Princeton would receive school taxes from Princeton's municipally-owned utility IF IT paid taxes.

One-third of all state revenue receipts go into the state school fund and, of course, the state school fund needs to be increased, not decreased. Various methods have been suggested to increase county and state revenues and the state school fund. But—no thought whatever apparently has been given to placing on the tax rolls income-producing property which is now tax-exempt.

In 1932 the Kansas City Power & Light Company paid \$192,365.56 in school taxes in Missouri. This money was paid direct as a school tax, and in addition it paid a Missouri state tax of \$42,922.67, one-third of which goes into the school fund. This, in addition to its other taxes in Kansas and Iowa. All told, including city, county, state, school and federal and state income taxes, the Kansas City Power & Light Company this coming year will pay approximately \$1,800,000.00 in taxes. If the municipally-operated utilities within the State of Missouri alone were to pay on an equal basis, they would pay, it is estimated, a total of over 2 million dollars in taxes per annum. This would be true support of our various units of government and true support of our schools.

Municipal utilities, however, like the one at Princeton, Mo., do not contribute any money toward the support of city, county, state or federal government or for schools.

Municipal plants should be incorporated under the laws of the state in which the city is located; should be subjected to regulation by the Public Service Commission of that state the same as private utility corporations, and should, after payment of all taxes, pay to the city treasury a fair return on the value of the property. On its 80-million-dollar value, the Kansas City Power & Light Company last year paid \$1,498,903.69 in taxes, and this coming year will pay approximately \$1,800,000.00 in taxes. On the same basis the 100 million dollars of municipal utilities in Missouri would pay over 2 million dollars in taxes. Should they earn 6% on the money invested, city treasuries would receive an additional 6 million dollars.

Even church property, which is income-producing in the state of Missouri, pays taxes. Charitable organizations owning income-producing property pay taxes, but a city-owned light or power plant, gas distributing company or water company (income producing) is exempt.

Reprinted through the Courtesy of the Association for Tax Equality.

KANSAS CITY POWER & LIGHT COMPANY
BALTIMORE at 14th ST.



OUR RURAL SCHOOLS

By Miss Ada Boyer

IF TEACHING requirements are raised and low salaries continue, as they certainly will for a while, the surplus of teachers will rapidly decrease until there will be a shortage in just a few years. Given normal conditions again, the teacher who has stood by, who has given herself liberally and who has shared her education naturally with those around her will be the one who steps up into positions which lead to different fields of usefulness. Just now there is no better place to prepare for a future as one of the outstanding educators than in our isolated schools tucked away in Ozark hollows or silhouetted on northern prairies. There are many worse foundations for a successful future than that built by months of knowing the educational welfare of an entire community depends upon one's own efforts.

As community leader, the teacher is almost obligated to furnish at least one evening's entertainment during the year. Despite our big, broad idea of our own worth to our district, I suspect there is no greater burden put upon us than this annual program. To one who has to face daily work which falls short, far short of being up to standard, it seems a sacrifice to take time off to prepare a program which brings work, worry, and wasted time. Yet it is the inalienable right of every rural boy and girl to be on The Program, so teachers can do no more than yield gracefully, and then plan to do the work with the least wasted time and effort.

Patrons are quick to say, "All they do is practise at school," hence wisely limited practise should be the rule. With average pupils, parts can be assigned and copied one week; the following week, practise on two quarter days will suffice; the next week all necessary practising can be done and the program can be given on Saturday night. Thus, at the most, only a week's routine has been interrupted. Well-planned lessons during the second week of practise will prevent the report that no lessons are being given. The teacher who knows her patrons will drive home the fact that such reports hurt the school and that children should be careful not to make such statements. Practise at night for rural boys and girls is not often approved by parents. Many children have far to walk; parents are too tired to accompany them at night; and the day's work at school is enough for both pupil and teacher. Pupils who do their studying for their "parts" at night and who practise hard for a week will be able to put on any not-too-difficult program at the end of

that time, and without a single practise period outside of school.

Many teachers burden themselves with the whole responsibility of these programs; but when children are eager and more than willing to do their share, the easiest way is to let them do all the work from ordering the plays to counting the cash taken in. Incidentally, the teacher is a trifle fresher after the program is over. Committees can be appointed to do everything necessary. The first group will order the plays, preferably school dialogues; the program committee picks the plays, assigns the parts, and arranges the program; the stage committee puts up the stage and curtains; the music committee has charge of the music; the properties group gathers up everything needed and then sees that actors are ready for each play. Since there are never honors enough in a big school, a different child can be chosen to announce each number, and a different one can

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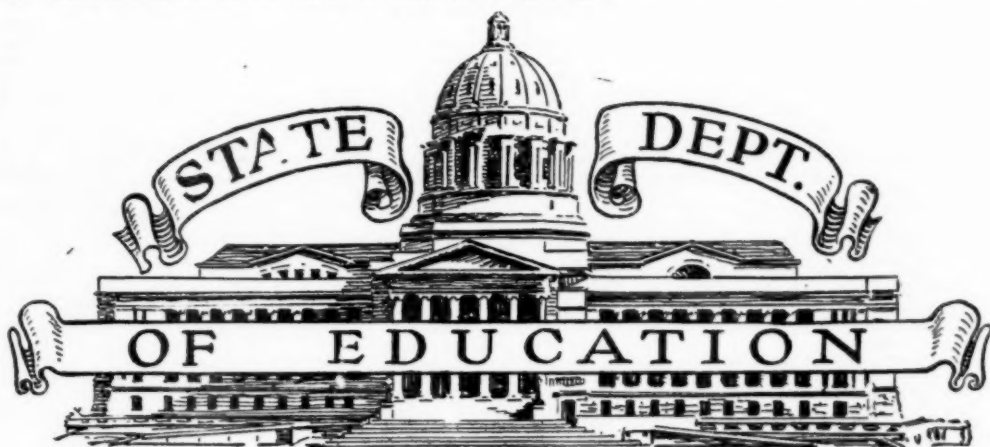
act as prompter for each number.

The teacher who pursues the "hands off" policy will be surprised at how independently boys and girls will manage their own problems and how quickly they will demand co-operation and intelligent work from each other. Minor differences arise, but little need be done beyond seeing that committees are fair. The teacher's work lies in coaching and in teaching children how to manage the program successfully. Then instead of an inward prayer for rain, hail, and sleet on the fatal night, the teacher can stroll in, select a seat in the audience, and view her own work from afar. That is: if her share of the work is well done. After all, the true proof of leadership is the ability to train others to manage without supervision. What is it a business man said? "The wise executive knows how to train his

subordinates to assume responsibility." The advice is applicable here.

What good does this do the pupils? Oh, that's easy. They learn to face an audience; they are given an extra bit of memory work; and the deadly routine of a rural school is smashed.

Programs are a dreadful nuisance, I know; but somehow, it seems this winter we owe one to our community, for the people need some fun and brightness in their lives, and when the children will gladly assume every responsibility, there is no need to fear or shun such affairs. Then we receive ample reward in the joy of the youngsters over their achievement and the pride of the parents in the honors bestowed upon their children. Doing something different pays big dividends, especially in time like this.



By Cassie Burk, Director of Rural School Supervision.

THE ORGANIZATION, requirements and standards for the State Pupils Reading Circle are given in Courses of Study for Elementary Schools, 1933 edition, pp. 566-569. This is an organization for more efficient reading in many fields. The list from which books may be chosen this year is given here. It is suggested that teachers file this list for future reference. These books should be ordered from E. M. Carter, Sec., State Pupils Reading Circle, State Teachers Association, Columbia, Mo.

Those books which are starred and which include the name of the publisher are not regularly handled by E. M. Carter although they, also, may be ordered through him; while they are highly recommended for the school library, they are for the most part more expensive books and are the type parents might wish to buy as gifts for their children.

Any book listed by the Junior Literary Guild may be substituted in the appropriate grade and division.

GRADE I

I Literary Readers

Read any 4 literary readers suitable for grade one in addition to the adopted texts.

II Stories and Rhymes

Read any 6.

Johnny Crow's Garden, Brooke
The Farm Book, Smith
Busy Little Brownies, Banta
Children of Mother Goose, Cowles
Cotton-Tail First Reader, Smith
Cotton-Tails in Toyland, Smith
Doll Land Stories, Byington

The Fairy Primer, Banta
Little Black Sambo, Bannerman
The Singing Farmer, Tippet
The F-U-N Book, LaRue
Tale of Peter Rabbit, Potter
Adventures in Story Land, Tyler
Mother Goose Book, Bolenius and Kellogg
Work-A-Day Doings, Serl and Evans
Work-A-Day Doing on the Farm, Serl
The Story-A-Day Book, Holt
My Reading Book, Youngquist and Washburn

Bible Story Reader, Book I, Faris
An Airplane Ride, Read
An Engine's Story, Read
A Story About Boats, Read
At Grandfather's Farm, Read
Billy's Letter, Read
Jip and the Firemen, Read
The Little Black Hen, Deihl
Kitten Kat, Dearborn
Betty and Jack, Lisson-Thonet-Meador
The Magic Boat, Wright
Gray Kitten and Her Friends, Hall

Read It Yourself Stories, Harris and Edmonds
 Tales from Story Town, Ashton
 Indian Life Series—Little Eagle, Doming
 Nature Activity Readers, Book I, Edwards and Sherman
 Little Farmers, Hardy and Hecox
 Betty's Letters, Hardy and Hecox
 Peggy Goes Kiding, Hardy and Hecox
 Fire, Hardy and Hecox
 Bozo, the Woodchuck, Brown & Butterfield
 Health Stories, Book I, Towse and Gray
 Art Stories, Book I, Whitford, Lied & Gray
 The Real Mother Goose, Jr. Edition
 Tim Chick, Meyer
 Cinder the Cat, Huber
 Toby Chipmunk, McElroy and Younge
 American Standard Bible Readers, First Bible Stories, Moore
 John and Jean, Pickard & Simpson
 Johnnie and Jennie Rabbit, Serl
 In Rabbittville, Serl
 *Pine Tree Playmates, Blaisdell—*Sanborn*
 *Kitten Kat, Dearborn—*Macmillan*
 *Stories of the Red Children, Brooks—*Educ. Pub. Co.*
 *The Sandman; His Farm Stories, Hopkins—*Page*
 *Chimney Corner Stories, Hutchinson—*Minton*
 *Rhymes and Stories, Lansing—*Ginn*
 *Sing-Song, A Nursery Rhyme Book, Rossetti—*Macmillan*

GRADE II

I Literary Readers

Read any 4 literary readers suitable for grade two in addition to the adopted text.

II Stories and Rhymes

Read any 6.

Tom Thumb, Perrault
 Bobby and Betty at Home, Dopp
 Bobby and Betty at Play, Dopp
 Bobby and Betty in the Country, Dopp
 Cock, the Mouse, and the Little Red Hen, LeFevre
 Dutch Twins, Perkins
 Hiawatha Primer, Holbrook
 In Fableland, Serl
 Jack O'Health and Peg O'Joy, Herben
 Bunny Rabbit's Dairy, Blaisdell
 Wag and Puff, Hardy
 Under the Story Tree, LaRue
 Story Folk, Suhrie and Gee
 The Squirrel Tree, McElroy and Younge
 Fairies of the Nine Hills, Banta
 In Animal Land, LaRue
 Wags and Woofie, Aldredge, McKee
 Baby Animals, Troxell and Dunn
 Little World Children, Scantlebury
 Fun at Sunnyside Farm, Minor
 Story Fun, Suhrie and Gee
 Nan and Ned in Holland, Olmstead and Grant
 Six Nursery Classics, O'Shea
 The Golden Trumpets, Thompson
 Nature Studies for Children, Book I, Albright and Hall
 Boy Blue and His Friends, Blaisdell
 The Adventures of Grandfather Frog, Burgess
 Stories of the Seminoles, Fairlie
 Betty June and Her Friends, Ellingwood
 Pammy and His Friends, Troxell
 Nursery Tales from Many Lands, Skinner & Skinner
 Bible Story, Book II, Faris
 Billy Gene's Play Days, Lynch

Good Times With Beverly, Address-Golberger
 Takamere and Tonhon, Arnett
 The Joy Kitchen, Sherman
 Sandy the Tin Soldier of the A. E. F., Connor
 The Indians in Winter Camp
 Scags, The Milk Horse, Huber
 The Bojabi Tree, Rickert
 *The Little Sallie Mandy Story Book, Van Derveer—*Altemus*
 *Circus Animals, Gale—*Rand McNally*
 *Bow-Wow and Mew-Mew, Craik—*Whitman*
 *Little House in the Woods, Hunt—*Houghton*
 *The Tortoise and the Geese, Bidpoi—*Houghton*
 *Clever Bill Nicholson—*Doubleday*
 *Rice to Rice Pudding, Smalley—*Morrow*
 *Peter-Pea, Grishina Givago—*Stokes*
 *Karl's Journey to the Moon, Maja Lindberg—*Harper*
 *The House at Pooh Corner, Milne—*Dutton*
 *Fairy Tales, Perrault—*Dutton*
 *Orchard and Meadow, Meyer—*Little*
 *Little Blacknose, Swift—*Harcourt*
 *Skitter Cat, Youmans—*Bobbs*
 *When the Root Children Wake Up, Olfers and Fish—*Frederick A. Stokes Co.*
 *Spinach Boy, Lenski—*Frederick A. Stokes Co.*
 *Clear Track Ahead, Lent—*Macmillan*
 Billy Gene and His Friends, Lynch
 Peter's Wonderful Adventure, Murray
 Tambalo, Lide and Alison
 Fleetfoot, The Cave Boy, Nida
 The Tree Boys, Nida
 Citizenship Readers, School Days, Ringer and Downie
 The Farm Book, Smith
 Peter and Polly in Autumn, Lucia
 Peter and Polly in Spring, Lucia
 Peter and Polly in Winter, Lucia
 Playtime Stories, Dunlop and Jones
 Alice and Billy, Lissom and Meador
 Tatters, McElroy and Younge
 The Snow Children, Walker
 Christopher Robin, Story Book, Milne
 Fall of the Fairy Prince, McElroy
 Nature Activity Readers, Book II, Edwards and Sherman

GRADE III

Read any 4.

I Literature and Fiction

Japanese Fairy Tales, Book I, Williston
 Peter and Polly in Summer, Lucia
 Pig Brother and Other Fables, Richards
 Poems for Reading and Memorizing, Grade III
 Mother West Wind's Children, Burgess
 Merry Animal Tales, Bigham
 The Poetry Book III, Huber, Bruner, Curry
 Literature for Reading and Memorization, Book III, Tucker
 Kipwillie, Krapp
 Adventures of a Brownie, Mulock
 Adventures of Reddy Fox, Burgess
 East O' the Sun and West O' the Moon, Thomsen
 Story Friends, Suhrie, Gee
 Peter Pan and Wendy for Boys and Girls, Barrie
 Tiny Tail and Other Stories, Andrew, Beston, Hale
 Bee, the Princess of the Dwarfs, France
 The Billy Bang Book, LaRue
 Peter's Wonderful Adventure, Murphy

The Climbing Twins and Other Stories, Clark
 Silver Pennies, Thompson
 Bad Little Rabbit, Bigham
 Real Life Reader—New Stories and Old, Martin
 Powder Puff, Peterson
 Wonder Legends of Norseland, Chadwick
 Fun on the Farm, Minor
 *The Kelpies, Blaisdell—*Little Brown*
 *The Kelpies Run Away, Blaisdell—*Little Brown*
 *Grandmother's Doll, Bonton—*Duffield*
 *Frawg, Weaver—*Frederick A. Stokes Co.*
 *Poodle-Oodle of Doodle Farm, Lawton and Mackall—*Frederick A. Stokes Co.*
 *I Go A-Traveling, Tippet—*Harper*
 *I Live in a City, Tippet—*Harper*
 Scalawag, Happin—*Frederick A. Stokes Co.*

II History and Biography

Read any 3.

How the Indians Live, Dearborn
 Five Little Strangers, How They Came to Live in America, Schwartz
 Child's Book of American History, Blaisdell, Ball
 The Cave Twins, Perkins
 The Tree Dwellers, Dopp
 Viking Tales, Hall
 Stories of Great Americans for Little Americans, Eggleston
 Fifty Famous Stories Retold, Baldwin
 Stories of American Pioneers, Heard, King
 Red People of the Wooded Country, Deming and Deming
 Moccasined Feet, Wolfeschlager
 Taming the Animals, Nida
 *Little Girl of Long Ago, White—*Houghton*
 *Tales from Far and Near, Terry—*Row*

III Geography and Travel

Read any 3.

Japanese Twins, Perkins
 First Lessons in Geography, Knowlton
 Around the World, Book II, Carroll
 Around the World with the Children, Carpenter
 Belgian Twins, Perkins
 Child Life in Many Lands, Book I, Fairgrieve—*Young*
 Geography for Beginners, Shepherd
 How We Are Clothed, Chamberlain
 How We Are Fed, Chamberlain
 Wretched Flea, A Chinese Boy
 Dutch Twins, Perkins
 Old Mother West Wind, Burgess
 How Other Children Live, Perdue
 *Miki, Petersham—*Doubleday*
 *Little World Children, Scantlebury—*Ginn*

IV Nature, Science and Invention

Read any 4.

At the Zoo, Lewis
 Book of Nature Myths, Holbrook
 Journeys to Health Land, Andres
 Mother West Wind's Animal Friends, Burgess
 Nature Study for Boys and Girls, Book III, Craig
 Our Birds and Their Nestlings, Walker
 Jack O'Health and Peg O'Joy, Herben
 Nature Stories for Children—Autumn, Albright, Hall
 Nature Stories for Children—Spring, Gordon and Hall
 By the Roadside, Dunn and Troxell
 In Field and Forest, Dunn and Troxell
 The First Book of Birds, Miller
 Chats in the Zoo, Weimer, Jones

Children of Our Wilds, Villinger
Light Then and Now, Lacey
*The Outdoor World, Edwards and
Sherman—*Little Brown*

V Art, Music, Civics, Morals

Read any 1.

Stories Pictures Tell, Book III,
Carpenter
Why We Celebrate Our Holidays,
Curtis
Bible Story Reader, Grade III
Browne's Health Book, Moulton
Great Pictures and Their Stories,
Lester

New Stories (Community Life),
Hardy

Nixie Bunny in Manners Land,
Sindelar

Nixie Bunny in Workaday Land,
Sindelar

Granny's Wonderful Chair, Brown
Citizenship Readers, The Good Citizens
Club, Ringer and Downie

*Diggers and Builders, Lent—
Stratford Press

GRADE IV

I Literature and Fiction

Read any 5.

Alice's Adventure in Wonderland,
Carroll

Best Stories, Hardy

Hawthorne's Wonder Book

Jorli, Spyri

Just So Stories, Kipling

Pinocchio, Collodi

Poetry, Book IV, Huber, Bruner,
Curry

Posy Ring, Wiggin & Smith

Really Truly Fairy Tales, Benson,
Banta

Robinson Crusoe Reader, Cowles

Literature for Reading and Memo-
rization, Book IV, Tucker

Jataka Tales, Babbitt

Reading and Living, Book I, Hill-
Lyman-Moore

Anton and Trini, Olcott

Joan of Arc, Monvel

Fairy Tales, Grimm

Story Adventures, Suhrie and Gee

The Adventures of Buster Bear,
Burgess

The Blue Bird for Children, Maeter-
link

English Fairy Tales, Jacobs

The Happy Prince and Other Fairy
Tales, Jacobs

Granny's Wonderful Chair, Browne

In the Days of Giants, Brown

Fanton Farm, Krapp

A Dog of Flanders, Ramee

The Wee Scotch Piper, Brandeis

Swift Eagle of the Rio Grande, De
Hutt

Oregon Chief, Hudspeth

My Caravan, Grover

Cherry Farm, Thompson

*Golden Staircase, Chisholm—*Putnam*

*Max, the Story of a Little Black
Bear, St. Clair—*Harcourt, Brace*

and Co.

II History and Biography

Read any 4.

American Hero Stories, Tappan

American Explorers, Gordy

American History Stories for Young
Readers, Tappan

Camp and Trail in Early American
History, Dickson

Child's Book of American History,
Blaisdell & Ball

Heroes of the Nations, Alshouse

History Reader for the Elementary
Schools, Revised, Wilson

Indian Lodge Fire Stories, Linder-
man

Viking Tales, Hall

Stories of American Pioneers,
Heard, King

Old Greek Stories, Baldwin

Indian Folk Tales, Nixon, Roulet

*Winnebago Stories, LeMere—Shinn

Pilgrim Stories, Humphrey
History Stories for Primary Grades,
Mo. Ed., Wayland

Hero Stories for Children, Collins
and Hale

Why We Celebrate Our Holidays,
Curtis

Holiday Time Stories, Deihl

How the Indians Lived, Dearborn

Dan Hur and the First Farmers,
Nida

Loy Heroes in Making America,
Bailey

*Annetje and Her Family, Leetch
—*Lothrop*

*Tommy Tucker on a Plantation,
Leetch—*Lothrop*

*The True Story of Benjamin
Franklin, Brooks—*Lothrop*

*Stories of William Tell, Marshall
—*Dutton*

III Geography and Travel

Read and 3.

Little People of the Snow, Muller

Little Folks of Many Lands, Chance

Japanese Fairy Tales, Book II,
Williston

How We Are Sheltered, Chamber-
lain

How We Travel, Chamberlain

The House We Live In, Carpenter

Holland Stories, Smith

Eskimo Legends, Snell

Eskimo Stories, Smith

Children of Other Lands, Allen &
Robinson

Airways, Engleman and Salmon

Seven Little Sisters, Andrews

Betty in Canada, McDonald

Paz and Pablo, Mitchell

Japanese Twins, Perkins

The Little Swiss Wood Carver,
Brandeis

Northward Ho!, Stefansson and
Schwartz

When I Was a Girl in Bavaria,
Harper

When I Was a Girl in Australia,
Ryan

*Little Bear, Latimore—*Quinn and*
Boden Co.

IV Nature, Science and Invention

Read any 3.

Animal Pets from Far and Near,
Sloane

First Book of Birds, Miller

First Lessons in Nature Study,
Patch

Foods We Eat, Carpenter & Car-
penter

Merry Animal Tales, Bigham

Nature Study for Boys and Girls,
Book IV, Craig

Wilderness Babies, Schwartz

Lobo, Rag and Vixen, Seton

Book of Nature Myths, Holbrook

Real Nature Stories, Denton

Green Magic, Kenly

Dinty the Porcupine, Baker and
Baker

Forest Friends in Fur, McFee

Big Book of Green Meadow Stories,
Burgess

*In My Zoo, Eipper—*Viking Press*

*Ekron, Lie

*Little Sea-Folk, Gaylord—*Little*
Brown

V Art, Music, Civics, Morals

Read any 1.

Music Appreciation Reader, Grade
IV, Kinsella

Stories Pictures Tell, Book III, Car-
penter

Courtesy Book, Dunlea

Old Testament Stories, Grover

Great Pictures and Their Stories,
Book IV, Lester

Why We Celebrate Our Holidays,
Curtis

Stories of the Youth of Artists,
Roberts

Citizenship Readers, Teamwork,

Dwell and Stockton

*Clear Track Ahead, Lent—*Mac-*
millan

*High Days and Holidays, Adams,
McCarriack—*Dutton*

GRADE V

I Literature and Fiction

Read any 5.

Aesop's Fables, Weeks

Bird's Christmas Carol, Wiggins

Black Beauty, Sewell

Arabian Nights, Entertainments,
Johnson

Andersen's Fairy Tales, Stickney

Tanglewood Tales, Hawthorne

The Little Lame Prince, Craik

The Song of Hiawatha, Longfellow

King of the Golden River, Ruskin

Nurnberg Stove, La Ramée

Poetry, Book V, Huber, Bruner,
Curry

Rab and His Friends, Brown

Swiss Family Robinson, Wyss

Uncle Zeb and His Friends, Frenz

Hans Brinker of the Silver Skates,
Dodge

Literature for Reading and Memo-
rization—Book V, Tucker

Merry Adventures of Robin Hood,
Pyle

The Treasure of Belden Place, Cavan-
ah

Father Time's Gifts, Moore, Wil-
son

Pinocchio, Collodi

The Story of Naughty Kildeen,
Marie, Queen of Roumania

Me and Andy, Kelley

Heidi, Spyri

Water Babies, Kingsley

The Topaz Seal, Heal

Olaf, Loften Fisherman, Schram

Little Pilgrim in Penn's Woods,
Albert

Sonny Elephant, Bigham

Jerry and Grandpa, Wicksteed

At the Back of the North Wind,
Macdonald

II History and Biography

Read any 5.

American History Story Book,
Blaisdell, Ball

Boys and Girls in American His-
tory, Blaisdell, Ball

Colonial Days, Gordy

Community Life Today and In Co-
lonial Times, Beeby

Daniel Boone and the Wilderness
Road, Bruce

Davy Crockett, Sprague

Everyday Life in the Colonies,
Stone, Fickett

Following the Frontier, Nida

Stories of Pioneer Life, Bass

Martha of California, Otis

Log Cabin Days, Blaisdell

Mary of Plymouth, Otis

Peter of New Amsterdam, Otis

The Puritan Twins, Perkins

American Hero Stories, Tappan

Early Candlelight Stories, Skelter

Following the Frontier, Nida

Knights Old and New, Hoben

Winnebago Stories, La Mere and
Shinn

Children of History, Early Times,
Hancock

Red Man or White, Ford

Inventions and Discoveries of An-
cient Times, Nida

The Treasure in the Little Trunk,
Orton

*Number Stories of Long Ago, Smith
—*Ginn*

III Geography and Travel

Read any 4.

Alaska, The American Northland,
Gilman

Alaska and Canada, Kern

Continents and Their People, North
America, Chamberlain

Great Cities of the United States, Southworth
 Representative Cities of the United States, Hotchkiss
 Sentinels of the Sea, Owen
 Kak, the Copper Eskimo, Stefansson
 Wanda and Greta at Broby Farm, Palm
 Wings and Runners, Tom's Alaskan Adventures, March
 Little Journeys Through California, Gordon

- *Traveling Shops; Stories of Chinese Children, Rowe—*Macmillan*
- *Czechoslovakia, Schott—*Macmillan*
- *Theras and His Town, Snedeker—*Doubleday*

IV Nature, Science, Invention

Read any 2.

Clothes We Wear, Carpenter
 Nature Study for Boys and Girls, Fifth Grade, Craig
 Our Bird Friends and Foes, Dupuy
 Our Winter Birds, Chapman
 The Wonders of the Jungle, Book I, Ghosh
 Stories of Luther Burbank and His Plant School

- Apis, the Hive Bee, Frey
- *Southern Woodland Trees, Berry—*World Book Company*

- *Black on White, Ilin—*Lippincott*

V Art, Music, Civics, Morals

Read any 2.

Everyday Manners, Wilson
 Bible Stories, Vol. I, Moulton
 Atlantic Reader, Book II Condon
 Stories Pictures Tell, Book V, Carpenter

Great Pictures and Their Stories, Book V, Lester

Music Appreciation Reader, Book V, Kinsella

Boys of the Bible, Snyder
 Girls of the Bible, Snyder and Trout

- *Book of Art for Young People, Conway, Conway—*Macmillan*

GRADE VI

I Literature and Fiction

Read any 6.

Robinson Crusoe, Defoe
 Heidi, Spyri
 A Dog of Flanders, Ramee
 Jungle Book, Kipling
 Five Little Peppers and How They Grew, Sidney
 Moni, the Goat Boy, Spyri
 Lappina, A Little Italian Girl, Davis
 Pal O' Mine, King of the Turf, Hawks
 Poetry, Book VI, Huber, Bruner, Curry
 Some Merry Adventures of Robin Hood, Pyle

Literature for Reading and Memorization, Book VI, Tucker

Gulliver's Travels, Swift

King Arthur and His Knights, Pyle

Hiawatha, Longfellow

Little Women, Alcott

Bird's Christmas Carol, Wiggins

Katrinka, Haskell

Little Men, Alcott

Skip-Come-A-Lou, Darby

Timothy's Quest, Wiggins

Biography of a Grizzly, Seton

Under the Lilacs, Alcott

Swiss Family Robinson, Wyss

The Prince and the Pauper, Mark Twain

Pinocchio's Visit to America, Patri

Water Babies, Kingsley

Tanglewood Tales, Hawthorne

Hans Brinker or the Silver Skates, Dodge

Juniper Green, Keyes

The Witness Tree, Wire

Skipper, Walker

The Bald Knobbers, Tuck

You Make Your Own Luck, Singmaster

Boy Scouts of the Oregon Trail, Martin

- *Girls of Long Ago, Peters

- *Tales of a Basque Grandmother, Carpenter—*Country Life Press*

- *Orange Winter Medary—*Longmans Green*

- *Two Children of Type, Kent—*Houghton-Mifflin*

II History and Biography

Read any 5.

Days and Deeds One Hundred Years Ago, Stone, Fickett

Hannah of Kentucky, Otis

How Our Grandfathers Lived, Hart

Pioneers of the Rockies and the West, McMurry

Stories of Missouri, Musick

The Texas Ranger, Gillette, Driggs

Florence Nightingale, Richards

The White Indian Boy, Wilson and Driggs

When They Were Girls, Moore

When They Were Boys, Read

Daniel Boone of the Wilderness Road, Bruce

Early Men of Science, Nida and Nida

Pioneers of the Air, Gravatt

Abraham Lincoln for Boys and Girls, Moores

Missouri, Our State of, Walker, Hardaway

Stories of Missouri, Musick

*Discovery of the Old Northwest and Its Settlement by the French, Baldwin—*American Book*

Overland in a Covered Wagon, Miller

Susan of Sandy Point, Coswell

Children of History, Later Times, Hancock

Heroes of Science, Gottler-Jaffe

Indian Nights, Brown

Red Skin and Pioneer, Barry and Barr

Missouri Stories for Young People, Briggs & Phillips

*Indian History for Young Folks, Drake

III Geography and Travel

Read any 5.

Geographical Reader of Missouri, Bratton

Geographical Reader of Africa, Carpenter

Geographical Reader, South America, Carpenter

Stories of the Great West, Roosevelt

South America, Fairbanks

Aviation Stories, Thomson

Sky Travel, Romer

Panama and Its Bridge of Water, Nida

The Wonders of the Jungle, Book II, Ghosh

Billy and Jane, Explorers, Books I and II, Speed

Robin and Jean in France, Grey

IV Nature, Science and Invention

Read any 2.

Birds and Bees, Burroughs

Burgess Animal Book

Burgess Bird Book

Burgess Flower Book

Nature Study for Boys and Girls, Sixth Grade, Craig

Stories of Luther Burbank and His Plant School

Stars Through Magic Casements, Williamson

Wonders of the Jungle, Book II, Ghosh

The Ship Book, Dukelow and Webster

*A Year in the Wonderland of Trees, Hawksworth—*Scribner*

*The Stir of Nature, Carr—*Oxford*

*Tales of Birdland, Pearson—*World Book Co.*

*Nature Secrets, Chambers—*Atlantic*

*Plants and Their Children, Dana—

American Book

- *Three Young Crows and Other Bird Stories, Baynes—*Macmillan*

- *Seashore Book for Children, Burgess—*Little*

- *First Book of Birds, Miller—*Houghton*

- *Cranes Flying South, Karazin—*Doubleday Doran*

V Art, Music, Civics, Morals

Read any 2.

Atlantic Reader, Book II

Stories Pictures Tell, Book 6, Carpenter

Great Pictures and Their Stories, Book VI, Lester

Music Appreciation Reader, Book VI, Kinsella

The Spirit of America, Patri

Jimmie and the Junior Safety Council, Boothe

*Book of Art for Young People, Conway, Conway—*Macmillan*

GRADE VII

I Literature and Fiction

Read any 6.

Hoosier School Boy, Eggleston

Treasure Island, Stevenson

Huckleberry Finn, Mark Twain

Adventures of Tom Sawyer, Mark Twain

The Man Without a Country, Hale

Call of the Wild, London

Rebecca of Sunnybrook Farm, Wiggin

Betty Jane of the House of Smiles, Barrett

Courtship of Miles Standish, Longfellow

Enoch Arden, Tennyson

Green Mountain Boys, Thompson

An Old Fashioned Girl, Alcott

Linnet on the Threshold, Raymond

Boy life on the Prairie, Garland

Famous Girls of the White House, Sweetser

Hidden Island, Rutherford

Nights With Uncle Remus, Harris

The Lady of the Lake, Scott

King Arthur and His Knights, Tennyson

Being a Boy, Werner

The Old Curiosity Shop, Dickens

Oliver Twist, Dickens

Patsy's Brother, Campbell

The Poetry Book, Grade VII, Huber, Bruner, Curry

The Red Badge of Courage, Crane

Tales from Shakespeare, Lamb

Tales from the White Hills, Hawthorne

Legend of Sleepy Hollow, Irving

The Land of Evangeline, Thomson

Firecracker Land, Ayscough

Whale Off—The Story of American Shore Whaling, Edwards and Rattray

Mountain Gateways, Harper-Hamilton

Wonder Book for Girls and Boys, Hawthorne

Little Pilgrim to Penn's Woods, Albert

Daring Deeds Done by Girls, Moore

Mrs. Wiggs of the Cabbage Patch, Rice

Emmy Lou, Martin

Daddy Longlegs, Webster

Rip Van Winkle, Irving

The Last of the Mohicans, Cooper

Snowbound, Whittier

Smoky, the Story of a Cow Pony, James

Dan's Boy, Cobb

Kidnapped, Stevenson

Three Boy Scouts in Africa, Douglas, Martin, Oliver

*In the Swiss Mountains, Spyri—*Crowell*

II History and Biography

Read any 5.

Long Ago in Egypt, L. Lamprey

Long Ago People, L. Lamprey

Men of Iron, Pyle
Our Nation's Heritage, Hallock, Frantz

Our Ancestors in Europe, Hall
Little People of Japan, Muller
The Lone Scout of the Sky, West
Making of An American, Riis
Men of Old Greece, Hall
What the Old World Gave the New, Southworth
Child's Book of American Biography, Stimpson
Boy's Life of Theodore Roosevelt, Hagedorn

In the Days of Queen Elizabeth, Tappan
Modern Pioneers, Cohen-Scarlet
Young Lafayette, Eaton
What Time Is It? The Story of Clocks, Ilin
How They Carried the Goods, Muller and Tengren

Young America Looks at Russia, Acheson
Dutch Boy Fifty Years After, Bok
Heroes of the Air, Fraser

*Pioneer Heroes, McSpadden—Crowell

*The Maid of Orleans, Smith—Crowell

*Story—Lives of Master Musicians, Brower—Stokes

*Stories of the States, Sanchez—Thos. V. Crowell Co.

*Buried Cities, Hall

*Story of the Greek People, Tappan

*Story of the Roman People, Tappan

III Geography and Travel

Read any 5.

The Swiss Twins, Perkins
Stories of Our Mother Earth, Fairbanks

Little Journey Series, France and Switzerland, George

Hans and Hilda in Holland, Smith

Geographical and Industrial Readers, Asia, Allen

Geographical and Industrial Readers, Asia, Allen

Geographical and Industrial Readers, Asia, Allen

Europe and Asia, Barrows, Parker

At School in the Promised Land, Antin

The Land of Evangeline, Thompson

*From Trail to Railway Through the Appalachians, Brigham—Ginn

*China, Frank—Owen

*The Japanese Empire, Frank—Owen

*Mexico and Central America, Frank—Owen

*Travel Stories—Japan, Holmes—Wheeler

*African Adventure Stories, Loring

IV **Nature, Science, and Invention**

Read any 3.

Stories of Useful Inventions, Farman

The Training of Wild Animals, Bostick

Elementary Study of Insects, Hase-man

Science of Things About Us, Rush

Boy's Own Book of Inventions, Darrow

Camp Life in the Woods, Gibson

*Nature's Craftsmen, McFee—Crowell

*How to Know the Wild Flowers, Dana—Scribner

*Bird Neighbors, Blanchan—Doubleday

*Bird-Life, Chapman—Appleton

*How the World is Changing, Heal—Rockwell

*Sprite, the Story of Red Fox, Baynes

*Tales from Nature's Wonderlands, Hornaday

V Art, Music, Civics, Morals

Read any 3.

The Young Citizens, Dole

Stories Pictures Tell, Book VII, Carpenter

Atlantic Readers, Book III

Great Pictures and Their Stories, Book VII, Lester

Good Citizenship, Richman, Wallack

What Would You Have Done?, Jones

Young People's Story of Music, Whitcomb

The Pathfinder, Evans

*Young Master of Music, Roberts—Thos. V. Crowell Co.

*The Boy's Own Book of Politics for Uncle Sam's Young Voters, Shepherd—Macmillan

GRADE VIII

I Literature and Fiction

Read any 6.

Black Arrow, Stevenson

The Oregon Trail, Parkman

The Talisman, Scott

Ivanhoe, Scott

Captains Courageous, Kipling

David Copperfield, Dickens

Oliver Twist, Dickens

The Three Musketeers, Dumas

The Poetry Book, Huber, Bruner, Curry, Book VIII

Required Poems, Book IV

Stickeen, Muir

The Great Stone Face, Hawthorne

Two Years Before the Mast, Dana

Moby Dick, Melville

The Vision of Sir Launfal, Lowell

The Little Shepherd of Kingdom Come, Fox

Lad, A Dog, Terhune

The Boy's Ben Hur, Wallace

The Deerslayer, Cooper

Anne of Green Gables, Montgomery

Bambi, Salten

Mystery of the World's End, Berger

Girls of Long Ago, Peters

Girls Who Become Famous, Bolton

Rusty Ruston, McNeely

Jacqueline of the Carrier Pigeons, Seaman

Men of Iron, Pyle

Young Fu of the Upper Yangtze, Lewis—John C. Winston Co.

A Book of Humorous Poems, Teter

Son of "Old Ironsides," Barrows

On the Reindeer Train, William-son

Debby Barnes Trader, Skinner

Rolling Wheels, Grey

The Jumping-Off Place, McNeely

Gray Caps, Knox

*Opening the Iron Trail, Sabin—Crowell

*Penrod, Tarkington—Doubleday

*The Wolf Patrol, Finnemore—Macmillan

*Orpheus With His Lute, Hutchinson—Longmans

Christmas Carol, Dickens

*The Alhambra, Irving—Macmillan

*Gay-Neck: the Story of a Pigeon, Mukerji—Dutton

*Trade Wind, Meigs—Little

*Pearl Lagoon, Nordhoff—Atlantic

*With the Indians in the Rockies, Schultz—Houghton

*Rain on the Roof, Meigs—Macmillan

*Felita, Kahmann—Doubleday Doran

*Ramona, Jackson

*Navarre of the North, Darling—Doubleday

*Lance of Kanana, French

*Star; the Story of an Indian Pony, Hooker

II History and Biography

Read any 5.

The Story of My Life, Helen Keller

In the Days of Queen Elizabeth, Tappan

The Dawn of American History, Nida

Boy's Life of Mark Twain, Paine

Ox-Team Days on Oregon Trail, Meeker

Boyhood of a Naturalist, Muir

Heroes of the Farthest North and Farthest South, Maclean and Fraser

Builders of Empire, Darrow

The Beginning of Our Nation, Lynskey—Sauer

George Washington, Thorsmark

Our Foreign Born Citizens, Beard

*Allison Blair, Crownfield—Dutton

*The Gauntlet of Dunmore, Dunmore—Macmillan

*"We," Lindbergh—Grosset

*Heroes of Civilization, Cottler and Jaffe—Little Brown

III **Geography and Travel**

Read any 5.

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Geographical and Industrial Readers, United States, Allen

Geographical and Industrial Readers, North America, Allen

Little Journey Series, Hawaii and the Philippines, George

Little Journey Series, Mexico and Central America, George

Panama and Its Bridge of Water, Nida

Sky Travel, Romer and Romer

*A Boy's Eye-View of the Arctic, Rawson—Macmillan

*David Goes to Greenland, Putnam—Putnam

*The Life of Robert E. Lee, for Boys and Girls, Hamilton, Hamilton—Houghton

*Boy Scout With Byrd, Seple

*Girls in Africa, Best

*Travelers Letters to Boys and Girls, Hervins

*Young Folks Book of Other Lands, Stuart

IV **Nature, Science, and Invention**

Read any 5.

Boyhood of a Naturalist, Muir

Open Door to Science, Caldwell, Meier

Stories of Useful Inventions, Farman

The Training of Wild Animals, Bostick

Romance of the Airmen, Humphreys and Hosey

*Little Tales of Common Things, McFee—Crowell

*Everyday Mysteries; Secrets of Science in the Homes, Abbott—Macmillan

*Model Airplanes, Allen—Stokes

V **Art, Music, Civics, Morals**

Read any 3.

A Dutch Boy Fifty Years After, Bok

Stories Pictures Tell, Book VI, VII or VIII, Carpenter

Atlantic Reader, Book V

Pilgrims Progress, Bunyan

Picture Studies from Great Artists, Williams

Old Testament Narratives, Baldwin

Great Pictures and Their Stories, Book VIII and IX, Lester

The Making of an American, Riis

Boy Scouts of America, Official Handbook for Boys

The Other Wise Man, Van Dyke

Classic Myths in English Literature and Art, Gayley

The Ten Dreams of Zach Peters, Hagedorn

The Pathfinder, Evans

The New Winning Their Way, Faria

Charm by Choice, Wadsworth—Woman's Press

*Promise Land, Antin—Houghton

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Our Exhibitors

AN IMPORTANT EDUCATIONAL feature of our State Conventions has for many years been the commercial exhibits. This year these exhibits were of a very high character and generally worthy of the liberal attention they received from the teachers.

We feel that from an angle the exhibits were slighted, due to the fact that the Saturday morning program was held at the Statler Hotel and not at the Coliseum as has been the custom. This change of meeting place prevented many teachers from visiting the exhibits and virtually removed a considerable portion of the expected exhibit time. In view of this we publish herewith a list of the exhibitors with the thought that the list may be useful to teachers not in attendance as well as to those who may desire information in addition to that received at the exhibit booth.

LIST OF EXHIBITORS

MISSOURI STATE TEACHERS ASSOCIATION November, 1933

Booth No.	Firm	Address
4	A. S. Aloe Company,	1819 Olive St., St. Louis
5	Prentice-Hall, Inc.,	70 Fifth Avenue, New York
6	Elnora K. Pearson,	2725 Farrow St., K. C., Kansas
7	A. J. Nystrom & Co.,	3333 Elston, Chicago
8	Standard Mailing Machines Co.,	804 Pine St., St. Louis
9	A. G. Spalding & Bros.	Athletic Goods Co., 409 N. Broadway, St. Louis
10	Little, Brown & Co.,	34 Beacon St., Boston, Mass.
11	Lyons & Carnahan,	2500 Prairie Ave., Chicago
12	The American Crayon Company,	Sandusky, Ohio
13	Blackwell-Wielandy Co.,	1605 Locust St., St. Louis
14	McKnight & McKnight,	109 W. Market St., Bloomington, Ill.
15	Charles E. Merrill Co.,	323 E. 23rd St., Chicago
16	Buxton & Skinner Prtg. & Sta. Co.,	306 N. 4th St., St. Louis
17	The Map Shop,	1412 Olive St., St. Louis
18	Standard School Supply Co.,	204 Walnut St., St. Louis
19	The Macmillan Co.,	2459 Prairie Ave., Chicago
20	Hotchkiss School Supply Co.,	406 N. Main St., Maryville
21	Binney & Smith Co.,	41 East 42nd St., New York
22	Gregg Publishing Co.,	2500 Prairie Ave., Chicago
23	Scott, Foresman & Co.,	623 S. Wabash Ave., Chicago
24	Webster Publishing Co.,	1800 Washington Ave., St. Louis
25	Ivan Bloom Hardin Co.,	3806 Cottage Grove Ave., Des Moines, Iowa
28	Schweig-Engel Corp.,	4929 Delmar Blvd., St. Louis
29	The Acme Card System Co.,	Railway Exchange Bldg., St. Louis
30	Laurel Book Co.,	325 S. Market St., Chicago
31	Keystone View Co.,	Meadville, Pa.
32	A. N. Palmer Co.,	2128 Calumet, Chicago
33	Lowe & Campbell Athletic Goods Co.,	915 Pine St., St. Louis
34	Silver, Burdett & Co.,	221 E. 20th St., Chicago
35	Unity School of Christianity,	917 Tracy Ave., K. C., Mo.
36	L. C. Smith & Corona Typewriters, Inc.,	1105 Locust St., St. Louis
37	Iroquois Publishing Co.,	Syracuse, New York
38	Women's Christian Temperance Union,	5802 Waterman, St. Louis
39	Laidlaw Brothers,	2001 Calumet Ave., Chicago
40	Talens School Products, Inc.,	220 E. 21st St., Chicago
41	Roach Fowler Publishing Co.,	1020 McGee St., Kansas City
42	St. Louis District Dairy Council,	511 Locust St., St. Louis
43	Eldridge Entertainment House, Inc.,	Franklin, Ohio
44	American Education Press,	40 S. Third St., Columbus, Ohio
45	Ditto, Incorporated,	411 N. Tenth St., St. Louis
46	Allyn & Bacon,	2231 So. Parkway, Chicago

- 47 F. A. Owen Publishing Co., Dansville, New York
 48 Ginn & Co., 2301 Prairie Ave., Chicago
 49 J. B. Lippincott Co., 1249 S. Wabash Ave., Chicago
 50 The Morningside Tours, 1324 S. Newton St., Sioux City, Iowa
 51 American Book Company, 330 E. 22nd St., Chicago
 52 Erker Bros. Optical Co., 610 Olive St., St. Louis
 53 Harcourt, Brace & Co., 161 E. Erie St., Chicago
 54 World Book Co., 2126 Prairie Ave., Chicago
 55 T. G. Nichols Co., 301 City Bank Bldg., K. C., Mo.
 56 The John C. Winston Co., 629 S. Wabash Ave., Chicago
 57 Levison & Blythe Mfg. Co., 209 Locust St., St. Louis
 58 Educational Publishing Corp., Chicago, Illinois
 59 Practical Drawing Co., 1315 S. Michigan Blvd., Chicago, Ill.
 60 Woodstock Typewriter Co., 207 Commercial Bldg., St. Louis
 61 Becktold Co., 210 Pine St., St. Louis
 62 Central Engraving Co., 114 N. 7th St., St. Louis
 A Remington Rand, Inc., 1113 Locust St., St. Louis
 B Wetmore Declamation Bureau, 1304 S. Newton Ave., Sioux City, Iowa
 C Royal Typewriter Co., Boatman's Bank Bldg., St. Louis
 D M. B. Hudson, Distributor (Prestocopy), 204 N. 3rd St., St. Louis
 E L. G. Balfour Co., 733 Greeley Ave., Webster Groves, Mo.
 T-2 Missouri Congress of Parents and Teachers, 1625 Paul Brown Bldg., St. Louis
 T-4 (WW) Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago

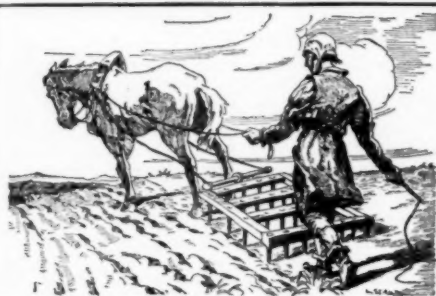
Grundy Co. Rural Schools Stage Campaign

By Bert Cooper

A MARVELOUS THING took place Friday, October 27, in the way of a rural campaign when Miss Blanche Baker and her teachers put over a program in every rural school in the county to realize four objectives.

No outside speakers were invited to talk at these meetings. The children did the talking. The parents were made aware of the worth of the objectives and the need for their attainment. Every county superintendent in the United States could and should put over just such a drive at this time.

Miss Baker and twenty-five teachers conceived the idea that something must be done to save the rural schools in Grundy County, so they selected four objectives and went to work to realize them. They had no money to bring in speakers so they decided to do the job themselves.



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Old French *berce* meant "a harrow," *bercier* "to harrow," and *rebercier* "to harrow over again," borrowed in Middle English as *rebercen*, Modern English *rebearse*. Now we *rebearse*, not the plowed field, but a speech, a play, or the like.

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This was the modus operandi: Each one of these twenty-five teachers took her children and patrons and went to an adjoining district which was looking for them, and the two schools together put on a program by the children stressing the four objectives. Then these two schools and patrons, after a basket dinner or in some cases their regular lunches, went to another district which was expecting them and had the patrons there. Here a program was given by the three schools. Then at night these three districts, patrons and all, met with a fourth school in a country church or a town hall for a rousing meeting. In most cases the night meeting was held in the district whose teacher and children started out in the morning. The writer with Miss Baker looked in on four of these meetings during the day and one of the community meetings at night.

Here are the four objectives

1. Save the schools with state support.
2. A sanitary toilet in every district.
3. Vitalized teaching and handwork in every district.
4. Correct oral and written English in every school.

For two weeks previous to the day of the meetings letters have gone out of Trenton with the back flaps of the letters stamped with "Grundy County Rural School Campaign, October 27." The daily papers had carried stories of the education needs and conditions of the schools in the county. This was the work of the publicity committee of the teachers. Letters went to all the teachers and pa-

trons from the county superintendent, and to the patrons from the children in each school.

You may be sure the patrons turned out. They came because their children were on the program and had invited them. Everybody in Grundy County today knows the schools and their needs.

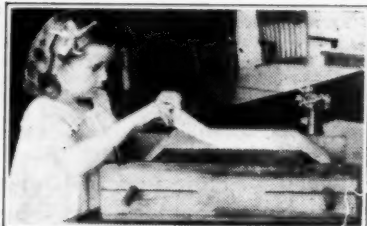
Such happy children you never saw and the proudest parents! The people came in cars, in wagons, and in buggies where they were too poor to buy license tags to run the cars, and that is the case in many rural communities. In one district every farm but four has been sold out under mortgage.

The campaign cost no money; no outside speakers were allowed. People came out because they were not going to hear long speeches by dry lecturers who told them of their faults and needs. They went to hear their children, and the children plead with them for a square deal. The people heard and gave heed for it was the voice of a little child crying in the wilderness.

Among those places that have recently voted bonds for building and repairing school houses are: Independence, Columbia, Webster Groves, Rolla and Clifton Hill.

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